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ABSTRACT

During fiscal year 1993, enrollment in secondary and postsecondary vocational education (VE) programs in Maryland totaled 328,792 and 82,464, respectively. Career and technology education was provided to the following: 3,975 secondary disabled individuals, 766 disabled adults and postsecondary students, 7,603 secondary disadvantaged students, 6,691 adult/postsecondary disadvantaged students, 552 secondary students with limited English proficiency, 271 adult/postsecondary students with limited English proficiency, 1,130 adolescent and 3,439 adult single parents, a total of 27,706 individuals enrolled in nontraditional and sex equity programs, and 732 criminal offenders. The following aspects of VE also received special attention: provision of professional development activities and development of a curriculum for an integrated education system, establishment of a statewide curriculum development system, provision of guidance and counseling services through Maryland's coordinated Pupil Services Program, acquisition/upgrading of educational equipment and facilities, and improvement/expansion of school-to-work transition and adult training/retraining programs/services. Major efforts were also made to improve/expand consumer and homemaking education, career/technology education delivered through community-based organizations, and tech prep. (Appended is a table summarizing career and technology education student performance.) (MN)

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ED 384 741

Maryland Annual Performance Report

1993

Schools for Success

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PREFACE

The mission for the system of career and technolgy education for the state of Maryland is to prepare learners to begin careers and pursue lifelong learning through a process of career development, academic instruction, specific technical skills development, and work experience in order to meet the workforce preparation and economic development needs of Maryland. Through the provisions of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, the Division of Career Technology and Adult Learning was able to carry out its mission and make significant progress in achieving its goals during fiscal year 1993.

The Act made it possible to provide quality career and technology education to over 400,000 people throughout the State of Maryland at the secondary, postsecondary, and adult levels. Programs and special initiatives were designed and implemented during fiscal year 1993 to address the following eight goals of the Maryland State Plan for Career and Technology Education:

1. All completers of career and technology education programs will graduate from high school with a portfolio that documents core academic and workplace basic competencies, as well as appropriate technical, job-specific competencies.

2. Career and technology education student support systems will be successful in keeping secondary students in school.

3. All secondary school graduates will be prepared for either postsecondary education, employment, or both.

4. The educational and placement success rates for members of special populations will be comparable to success rates for all students.

5. The workforce requirements and economic development needs of Maryland will be met through a sufficient supply of technically prepared people.

6. Employers will be satisfied with the competence and workplace readiness of career and technology education graduates.

7. Career and technology education will enable employable adults to possess core academic and workplace basic competencies, as well as appropriate technical job-specific competencies.

8. Adult learners will enhance their job technical skills by participating in career and technology education programs.

Katharine M. Oliver
Assistant State Superintendent
Career Technology and Adult Learning

SECTION I

Career and Technology Education Opportunities for Special Populations

FY 93 ANNUAL PERFORMANCE REPORT
DIVISION OF CAREER TECHNOLOGY AND ADULT LEARNING
MARYLAND STATE DEPARTMENT OF EDUCATION

SECTION I - CAREER AND TECHNOLOGY EDUCATION OPPORTUNITIES PROGRAM YEAR 1993 (FY 93)

INTRODUCTION: SERVING SPECIAL POPULATIONS

Overall State Plan for Special Populations

Objectives

All people must have educational opportunities to secure entitlements and have maximum opportunities to work, live and pursue life-long learning within the community.

In keeping with Maryland's vision to ensure that every student has the opportunity to experience success in quality career and technology education (CTE) programs, the Division of Career Technology and Adult Learning (DCTAL) assisted eligible recipients in setting forth a program of standard practices and a procedure for a planning and self-assessment process. One major objective is ensuring access and success for special populations students.

This section of the report will address those special populations, including individuals with disabilities, individuals who are educationally and economically disadvantaged, individuals of limited English proficiency (LEP), foster children, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

If students who are members of special populations are to be totally integrated into career and technology education programs, and successful in those programs, a highly coordinated and well planned system of support is necessary. The information provided in this report serves to encompass statewide objectives such as:

1. providing career information and related guidance services in order to ensure the selection of appropriate career and technology education programs;

2. developing strategies for the coordination and integration of academic and career competence;

3. supporting limited English proficient students, with modification of curriculum and other services as needed; and

4. developing and identifying effective collaborative relationships among schools, parents and other stakeholders.

In addition, the DCTAL has established eight outcome measures to assess the effectiveness of local and state programs. Goals that apply specifically to students with disabilities and disadvantaged students include:

1. All completers of career and technology education programs will graduate from high school with a portfolio that documents core academic and workplace basic competencies, as well as appropriate technical, job-specific competencies.

2. The career and technology education system will be successful in keeping secondary students in school.

3. The career and technology education system will enable all secondary school graduates to be prepared for postsecondary education, employment, or both.

4. The educational and placement success rates for members of special populations will be comparable to success rates for all students.

5. Employers will be be satisfied with career and technology education graduates' competence and workplace readiness.

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 placed particular emphasis on services to special population students.

This emphasis of the Perkins Act on services for students who are disabled and disadvantaged and students with limited-English proficiency includes a number of specific components. Maryland documents how programs and activities will be provided for students with disabilities and disadvantaged students in the least restrictive and most integrated environment possible, and how services to these individuals are coordinated with the appropriate state agencies.

Key Components of Effective Programs

Vocational support provides direct and indirect assistance to students who are disabled or disadvantaged and to the instructors working with them. Developing linkages with other service providers and informational resources is a continuous and necessary process.

The Division of Career Technology and Adult Learning, through the activities of a Special Populations Task Force, concluded its efforts by recommending a process of strategic planning and evaluation of services to special populations. The task force also reviewed a checklist of activities and services that should be provided to special populations based on Section 118 of the Carl D. Perkins Applied Technology Act. This checklist is used by LEAs and community colleges in their local application process.

As an outgrowth of this process, a committee of internal and external service providers has been selected to collaboratively develop a model and resource guide for a student support network. Through this endeavor, a year long effort will examine effective systems and designs for

identifying specific ways in which Maryland can improve and expand services to special populations. The student support model will be field tested and a resource guide will be compiled in FY 1994.

Program Administration (state/local organization)

Federal funds are allocated to 24 Maryland local education agencies (LEAs) and 17 community colleges (CCs). Leadership, coordination, and technical assistance are provided by the state through a special populations state specialist. Local leadership, coordination, and implementation are provided by the LEA vocational director. The community college occupational career deans play a major role in the local administration of special populations programs.

Outcomes of the Program

The various vocational support services provided to special needs students to enable them to succeed in career and technology education programs are discussed in the following sections. Enrollment reports reflect an increase in the number of students who are disabled and disadvantaged being served by vocational support services teams (VSSTs) throughout Maryland.

Five local education agencies, including those in Garrett, Cecil, Kent, Wicomico and Montgomery counties, were evaluated in FY 1993. Where discrepancies were noted, action plans were developed including specific timelines for completion.

The state's specialists responsible for special programs coordinated evaluation teams. Other members represented special education, vocational rehabilitation, and local education personnel including representatives of local and state advisory committees as well as community and parent representatives.

A.1 INDIVIDUALS WITH DISABILITIES - SECONDARY LEVEL

3,103 Number of individuals with disabilities receiving additional services in mainstream programs.

872 Number of individuals with disabilities served in separate programs.

Achievements in Providing Equal Access for Individuals with Disabilities

Achievements in Recruitment

Achievements in providing equal access for students with disabilities continued throughout Maryland's 24 local education agencies and 17 community colleges. Vocational program personnel in Maryland actively recruited these students. Through the vocational support services team network, students identified as disabled were provided the services that are highlighted in this report.

Full Range of Programs and Services

Secondary students with disabilities received the following types of direct services and support:

Advocacy
Related math assistance
Related reading assistance
Hands-on assistance with vocational skills
Job readiness skills
Tutoring
Study skills
Computer-assisted instruction
Developing/adapting curriculum
Communicating with parents
Adapting teaching methods
Adaptive equipment
Career counseling
Vocational assessment

Additional or Supplemental Services Provided to Individuals with Disabilities

Maryland has always served students with disabilities and disadvantages in providing an appropriate continuum of services prior to and after completion of occupational preparation.

In Prince George's County, serving special population students is the driving force behind developing career technology education improvement activities and programs. For FY 1993, vocational support staff were deployed to provide more intensive services in schools receiving funding under Perkins. Approximately 518 students received direct or indirect vocational support services in thirteen eligible schools.

Vocational support service staff aligned their service delivery with individual school's CTE improvement initiatives. Team members collaborated with guidance in providing vocational assessment and career guidance activities to assist referred at-risk students in identifying appropriate vocational course offerings to meet their career objectives. They monitored the representation and performance of special needs students in CTE programs to identify potential barriers to enrollment and successful completion. Working hand-in-hand with vocational, academic, special education, guidance and other support personnel, vocational support service personnel developed strategies and services, as needed, to provide disabled students with tools for success by:

1. Modifying curriculum
2. Modifying equipment
3. Modifying classroom environment
4. Providing instructional aids and devices
5. Assisting instructors in identifying the learning styles of students
6. Providing instructors with strategies for adapting teaching techniques

7. Offering inservice to assist instructors in:

   a. aligning vocational and academic strands,

   b. assisting special needs students through alternative service deliveries,

   c. multi-cultural awareness and sensitivity,

   d. black male achievement, and

   e. meeting the unique needs of single parents and non-traditional vocational student enrollees.

Vocational support service staff provided transition services for exiting students who were most at-risk. These transition activities were two-pronged: "Bridge to Success" for vocational students accessing postsecondary college programs, and "Vocational Transition Programs" for students seeking employment or further training opportunities.

Preparing vocational students for the demands of the 21st century workforce is a major thrust of the Perkins reauthorization; the Prince George's County Vocational Support staff made this a priority as well. Staff assisted exiting vocational students with job finding and keeping techniques. Working collaboratively with business educators, vocational support service staff reviewed all components of the Federal Civil Service Examination for students requesting more intensive preparation.

Exemplary Program

In Carroll County, students with disabilities in the eighth grade are transitioned from middle school to high school via an Admission Review and Dismissal (ARD) process. Information about vocational programs and the services of the VSST are presented to the parents in a pamphlet. That pamphlet is sent home to the parents with the invitation to the ARD meeting. Recommendations for a vocational assessment are then included in the student's Total Service Plan. Vocational support teachers from their respective high schools refer students to the assessment center during their ninth and tenth grade year.

In addition, vocational support teachers administer a nonverbal interest survey called the Vocational Interest Assessment Survey (VIAS). They then review the computer scored results with the students during a later session. During that session, students also view a video-tape that describes the experiences provided by the Vocational Assessment Center.

Team members are involved in writing Individual Transition Plans (ITP's) at their home schools; in addition, they refer students to appropriate adult service agency providers, including JTPA, DEED and DVR. Assessment personnel provide students with the opportunity to explore possible careers through the use of work samples. Assessment personnel recommend vocational and pre-vocational courses that would meet the student's aptitudes, interests and abilities. Furthermore, the assessment report provides further information to the home school that could be used to

develop objectives for the Individual Education Plan (IEP) and the Individual Training Plan (ITP).

A.2 INDIVIDUALS WITH DISABILITIES - POSTSECONDARY/ADULT LEVEL

766 Number of individuals with disabilities receiving additional services in mainstream programs.

Individuals with disabilities are not served in separate programs at the postsecondary level.

Achievements

Vocational support services at the postsecondary level for students with disabilities are provided by professional and paraprofessional staff working at each of Maryland's 17 community colleges. The purpose of these services is to provide students with disabilities, additional information and equal access to all programs offered at community colleges throughout Maryland.

The following types of services were provided to students with disabilities at the postsecondary level:

Related math assistance
Related reading assistance
Tutoring
Computer-assisted instruction
Adapting curriculum
Stress management workshops
Career development skills
Study skills
Vocational assessment

Anne Arundel Community College, with its partner, the Planning Action Committees of Anne Arundel County, Inc. (PACAAC), implemented an outreach program. The college identified and enrolled 36 individuals between the ages of 16 and 21. The program conducted a comprehensive assessment and developed individualized plans for each participant; conducted a comprehensive program of support services; utilized existing on-campus and community resources; and enrolled 80% of the participants in appropriate technical education, employment, and/or alternative training.

Howard Community College used funds on VSS related activities to provide a variety of academic assistance, counseling services, specialized instructional equipment, and faculty training to increase the retention rate, course success rate, and graduation rate of students in targeted career and technology programs. As a result, the following outcomes were achieved:

1. The total number of eligible students served by the VSS program for 1992-93 was 346, an increase of 68% over last year's enrollment. Of these students, 26 were LEP, and 26 were disabled.

2. During the fall 1992 semester, 194 students received tutoring or other support services.

3. Of students receiving tutoring, 82.5% successfully completed the course for which they were receiving tutoring with a grade of "C" or better.

4. The average GPA for fall 1992 VSS participants was 2.54, while the cumulative GPA at the end of the fall 1992 semester was 2.75. Seventy-seven percent of the students ended the fall semester with a GPA of 2.00 or greater. Forty-eight percent received a GPA of 3.00 or better.

5. During the spring 1993 semester, 152 students received tutoring or other support services.

6. Of the students receiving tutoring, 79.5% successfully completed the course with a grade of "C" or greater. The average spring 1993 semester GPA of program participants was 2.61, while the average cumulative GPA at the end of the spring semester was 2.80, a significant improvement for the fall semester. Seventy-nine percent held a GPA of 2.00 or greater and 52% had a GPA of 3.00 or greater at the end of the spring semester.

At the Rockville campus of Montgomery Community College, deaf and hard of hearing students' retention and course completion rates improved. In spring 1993, all deaf and hard of hearing students who completed the semester passed all courses attempted with a "C" or better except one. Additionally, all students were retained except three. These success rates were heavily influenced by enrollment in the Success Group course for deaf and hard of hearing students which was conducted in sign language. A student in advertising art interned with college relations to move towards completing her degree. A student of criminal justice will complete her degree in summer 1993 and has been accepted to the University of Maryland. An automotive technology student with a difficult academic history and severe disabilities, in addition to his deafness, achieved above average grades with assistance from his instructor and VSS funded tutoring. Two students continued in advanced computer programming, making them more employable. An adult student recently laid-off as a result of the recession, received enough retraining through three summer courses to become employed and is continuing to take courses in computer graphics to retain his position.

Achievements in Coordinating With Vocational Rehabilitation and Other Programs

A cooperative agreement among the MSDE Divisions of Special Education, Career and Technology Education, Vocational Rehabilitation, and Compensatory Education and Support Services was signed by the State Board in October 1986. The agreement, revised from a similar one adopted in 1980, enhanced the delivery of services by ensuring that students with disabilities receive the following:

1. Knowledge and skills prerequisite to vocational education.

2. Access to vocational recruitment, enrollment, and placement activities.

3. Vocational assessments of interests, abilities, and special needs with respect to successfully completing the vocational education program.

4. Referrals to vocational rehabilitation services, if appropriate.

5. Guidance and counseling services to assist them in making vocational choices.

In November 1986, the four divisions developed a document entitled, "MSDE Guidelines to the Transition Process." The Department's goal in producing the publication was to ease the movement of students with disabilities from school to work through a coordinated transition model at the state and local levels. The Division of Career and Technology Education also assisted in the development of "Transition from School to Postsecondary Options," a publication that provided abstracts of recent transitioning literature.

During 1987 and 1988, the Maryland State Department of Education developed and produced a five-program instructional television training series entitled, "Transitioning: Building Bridges." The programs examined the initiation of transition plans from middle through the high school years for students with disabilities. The series was another intradepartmental effort among five divisions: Special Education, Compensatory Education and Support Services, Instructional Technology, Vocational Rehabilitation, and Career and Technology Education.

Because of these past efforts, there continues to be active development and continuity in the programs described in this report.

Transitioning Activities

The examples selected are intended to reflect the diversity of activities as well as the flexibility of support services offered. Effective practices and increased linkages reinforce the collaborative nature of the provision of transition services.

Two transition programs are presently operating in Prince George's County Public Schools. The Vocational Transition Program (VTP) assists special needs vocational students who have exited the public school system and are experiencing difficulty accessing employment or employment related services. This program is presently operating in all Perkins schools. Two hundred sixty-four students are receiving assistance via the Vocational Transition Program in schools receiving funding under this grant.

The Bridge to Success Program assists students who are exiting the occupational skills programs in six high schools offering this program. This program works with vocational students who wish to enter Prince George's Community College. It assists students with college entrance procedures, financial aid questions and basic orientation procedures. Students who received vocational support services in their high school program are linked with the Office of Educational Opportunities at Prince George's Community College. One hundred twenty-one senior high school CTE students have taken the admissions test for Prince George's Community College via the Bridge to Success Program.

Exemplary Programs

An exemplary program at Essex Community College was a cooperative program with the college's Hotel-Motel/Restaurant Club Management program and Blind Industries and Services of Maryland (BISM) to train blind vendors

to staff cafeterias and snack bars in federal buildings. Blind vendors have had control of these concessions for many years under the Randolph Sheppard Act. BISM needed to upgrade the training their clients were receiving and the college tailored a program to meet their needs. The students took regular college courses in food preparation, sanitation, supervision, nutrition, and business math. They also took the national certification exams in sanitation and supervision. Since this program attracted students from all over the state, many students lived at the Maryland Rehabilitation Center in Baltimore while taking their courses. Through the VSS staff, students received the additional counseling and support they needed to be successful in their courses. Recorded texts accommodated testing, class materials in Braille, large print and on tape, transcription services, adaptive equipment, and tutors were provided as necessary.

B1. INDIVIDUALS WITH DISADVANTAGES - (EXCLUDING LEP) SECONDARY LEVEL

5,765 Number of individuals with disadvantages receiving additional services in mainstream programs.

1,838 Number of individuals with disadvantages served in separate programs.

Achievements in Serving Individuals with Disadvantages

The esteem training program, Adults Living for Independence and Vocational Excellence (ALIVE!) provides a minimum of 30 economically or academically disadvantaged Calvert County youth, ages 16 to 21, with a variety of services designed to increase their employability. Using a holistic approach, ALIVE! provides assistance in overcoming whatever hurdles to employment or education a client may have. Among the services offered are:

1. Educational, career, and support needs assessment
2. Career counseling
3. Self-esteem, life skills, and pre-employment training
4. Referrals for remedial education
5. On-site work experience
6. Transitional support services
7. Referrals for job development and post-secondary education
8. Referrals for personal and family counseling

When applicable, community resources will be utilized to meet other client needs. Those used this year include JTPA/Private Industry Council, Department of Social Services, Adult Basic Education, Department of Economic and Employment Development, Drug and Alcohol Counseling Services, Health Departments, Community Colleges, and others.

ALIVE! identified, recruited, and served a total of 32 students for FY 1993. Of these 32 students, 14 are now employed, seven are registered for college in the fall, two are now considering their educational options, four have been referred to evening high school or GED programs, and eight are returning to high school in the fall. Clients still in high school have been referred to ALIVE! because they are showing signs of dropping out of school and need guidance, direction, and support to

prevent this from occurring. They have also been referred for the self-esteem segment and assisted with finding summer work.

The primary recruitment goal of ALIVE! is to reach those youths who are most in need of the program. To accomplish this, the program coordinator targeted those agencies who have contact with these youths such as juvenile services, high school guidance counselors, health departments, and others.

A total of 31 ALIVE! clients received vocational guidance and counseling. This was accomplished through one-on-one sessions, referrals for vocational assessments, and other services. Topics included determining whether or not a client's career goal required further education, learning where this could be obtained, setting a plan of action to get there, and completing all of the required paper work. To date, seven ALIVE! clients are enrolled in post-secondary education and two more are considering their options. This service is also being carried out with eight clients who are returning to finish high school in the fall.

ALIVE! clients participated in motivational and pre-employment training during April, May and June. These sessions were held in conjunction with the Calvert County Maryland's Tomorrow Transitional Program. For those clients who could not participate in the group sessions, the coordinator worked with them on an individual basis. A total of 26 clients received these services.

ALIVE! provided typing and word processing training at Calvert High School during April and May of this year. Pencrafter of Dunkirk, MD provided typing and word processing training as well as job counseling and placement services to three ALIVE! clients. One ALIVE! client participated in a WordPerfect class offered by Calvert County's Adult Basic Education.

A total of four clients were referred for GED preparation or to the evening high school. Of these, only two are consistently pursuing their goal of a diploma, one in GED classes and the other in evening high school. One client has decided to re-enroll in the regular day high school in the fall.

Four ALIVE! clients participate in internships for area organizations. The main focus of the experience is to help the client determine if the career field they are considering is actually something they want to pursue. The internships have been in the following career areas:

1. Paralegal/Legal Secretary
2. General Clerical/Administrative work
3. Social Worker
4. Graphic Arts/Design

The internships were a great success. Each of the clients gained hands-on experience in a field they are considering, and either confirmed their career plans or considered other options.

In order to motivate clients and get them to start thinking about career goals, several campus visits have occurred. Introducing them to a campus environment often seems to have a strong impact. The visit includes a

general tour of the facilities and the surrounding area and also a meeting with admissions and financial aid personnel. The combination of setting something out in front of them that they want (school) and breaking down the fears they have about not being able to afford it (financial aid), seems to be a very good motivating tool. Another purpose of the visits is to discuss what their perceptions of college life is, and correcting misinformation.

During the last year, ALIVE! has assisted its clients with setting realistic career goals, developing a plan to reach these, and empowering them to carry this plan through. By addressing the needs clients face in all facets of their lives, the barriers to education or employment have been or are in the process of being broken down. The impact ALIVE! has had on its clients is evident in the number who are pursuing post-secondary education, are finding employment, or are pursuing their GED.

Perhaps the best reflection of how ALIVE! benefits its clients is their own comments about the program:

"ALIVE! gave me the reason to go to school because what I wanted to do needed the education." (Program completer)

"ALIVE! really helped me decide on a career for myself. It also helped me decide on the type of diploma I want - that's why I'm working on my GED!" (Program participant)

"The sessions were fun and very challenging ... it really helped."

Additional or Supplemental Services Provided to Individuals with Disadvantages

Charles County Community College

Project Transition staff provided two CHOICES workshops to adolescent single parents. These workshops familiarized the students with college and career opportunities at Charles County Community College. Six students have successfully completed this program and have applied for scholarships.

Charles County Community College offered graduating seniors the Student Orientation and Registration program (SOAR). This program is an orientation to college offerings and classes. Individual and group meetings were held to ensure student educational needs were being met. Adolescent single parents participated in the Project Independence program offered by the St. Mary's County Department of Social Services. This program offered educational and career opportunities, counseling, and presentations. The Job Training Partnership Act (JTPA) provided individual counseling and vocational training opportunities.

Over 15 governmental, educational, and community organizations were identified to provide direct support and individual assistance to adolescent single parents as requested throughout the school year.

B.2 INDIVIDUALS WITH DISADVANTAGES - (EXCLUDING LEP) POSTSECONDARY/ADULT LEVEL

6,691 Number of individuals with disadvantages receiving additional services in mainstream programs.

Disadvantaged individuals are not served in separate programs at the postsecondary/adult level.

Achievements in Serving Individuals with Disadvantages

Transition Activities

1. At Dundalk Community College specific recruitment strategies are an ongoing concern for Program Directors and Admissions and Enrollment Development personnel.

2. Transitional courses are being developed in career programs for developmental students.

3. Academic advising and student orientation address the needs of special populations.

4. Career programs and academic foundation faculty are beginning to collaborate on developmental courses which integrate program competencies and core reading, English, and/or math skills.

The integrated structure and support services work together to provide a comprehensive network of support for special populations' students. These services include faculty intervention; tutorials; coach classes; computer support; basic skills support; academic advising, and student tracking. This web involves faculty and staff college-wide to structure the students' experiences for success.

VSS services at Dundalk Community College seek to mirror the institution's commitment to providing strong support services through a web of support for special populations students enrolled in career programs. This support is organized to meet the following objectives:

1. To plan, coordinate, promote, monitor, and evaluate the delivery of vocational support services and activities and track the progress of special population students.

2. To provide vocational assessments, career development and placement services to special populations.

3. To provide guidance and counseling services for the academic, career, and personal development needs of special population students.

4. To provide tutorial services and instructional assistance for students within special populations.

5. To develop and modify courses specific to the needs of special populations, including equipment modifications.

6. To conduct inservice staff development related to special population and gender equity issues, as well as to the integration of academic and career/occupational competencies.

The following products, outcomes and services resulted:

1. Students were provided with tutorial assistance on a drop-in basis for basic skills across the curriculum and on an appointment basis for program-specific courses.

2. Three staff development workshops were held relating to assessment, evaluation, and advisement of special population students, curriculum diversity, and serving at-risk students.

3. Seven new Macintosh work stations and two laser printers were purchased to provide special population students with access to critical support software.

4. Career assessment and advisement services were publicized and provided.

5. Faculty from math and English basic skills attended a workshop on using computers to integrate technology into the basic skills areas. Faculty from photography attended a workshop on involving students in job searches. Workshops were held on campus for faculty in curriculum diversity and serving at-risk students.

6. VSS provided the institutional structure for English and business-related faculty to begin to plan the integration of English skills and business content. This project will develop a model for further curricular development in this direction.

7. A recruitment plan for students with Limited English Proficiency was developed along with a service plan to integrate ESOL services with current support services for special populations.

8. A comprehensive college-wide system of skills prerequisites was developed and implemented to assist students in making continued progress in their programs through careful course/skills sequencing.

The provision of an integrated web of support services for special population students in career programs supports student success. Students have an identifiable space on campus that is open for 64 hours per week to provide tutorial assistance in the basic skills for any course in any career program. Students can seek assistance with reading a difficult text, producing a complicated report, or completing an applied math problem. In addition, tutors provide valuable links for students to career program faculty, helping students to seek additional faculty assistance when needed, as well as to faculty in the basic skills area and or the learning specialist, helping students to access services to address skills deficits as well as learning problems. The Learning Center provides a living model of the integrated services at the heart of Dundalk's VSS.

C.1 LIMITED ENGLISH PROFICIENT (LEP) - SECONDARY LEVEL

552 Number of individuals with LEP receiving additional services in mainstream programs.

Individuals with limited English proficiency were not served in separate programs at the secondary level.

Achievements in Serving Secondary Individuals with LEP

Because of the high concentration of ESOL students, more intensive outreach and remediation initiatives have been implemented by Prince George's County Public Schools. Career and Technology Education safety rules, tests, and related materials have been translated on an as needed basis. Additional one-on-one computerized instruction to enhance vocational and academic competencies were available for these English minority students. Additionally, the Prince George's County staff received on-going inservice related to minority needs awareness.

C.2 LIMITED ENGLISH PROFICIENT (LEP) - POSTSECONDARY LEVEL

271 Number of individuals with LEP receiving additional services in mainstream programs.

Individuals with limited English proficiency were not served in separate programs at the secondary level.

Achievements in Serving Secondary Individuals with LEP

At Montgomery Community College, a special project with a speech department instructor was funded through Perkins. Students who were non-native speakers of American English enrolled in the radiologic technology program were diagnosed for special articulation of standard American English, especially for use in the radiologic technology context and to build self-confidence in dealing with laboratory/clinic patients through increased proficiency in spoken American English. Students met for ten sessions. All participants showed improvement in articulating sounds and pronouncing words and phrases in American English, particularly those related to their work in the program.

D. SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN

Because Maryland divides the Single Parent, Displaced Homemaker, and Single Pregnant Women Funds between programs for adults and programs for adolescents, there are two programs under this category. The following report is divided accordingly with the adolescent program reported on first.

Adolescent Single Parent Program

1,130 Number of single parents and homemakers served in the Adolescent Single Parent Program (1092 mothers and 38 fathers).

Overall State Plan

The Maryland State Department of Education, Division of Career and Technology Education, assigns two staff specialists to monitor and provide technical assistance for the Single Parent, Displace Homemaker and Single Pregnant Women Programs. The Specialist for Adult Single Parents works with programs for adults, and the Sex Equity Administrator (in Maryland called the Vocational Equity Specialist) works with the Adolescent Single Parent Programs. In FY 1993, both the Adult and Adolescent Single Parent Programs were served by two Sex Equity grants that were awarded to the University of Maryland at College Park. The grants were for resource development and dissemination and for professional development; the University used the money from both grants to staff and run a Professional Development and Equity Resource Center for Sex Equity and Single Parent Projects (the name that will be used hereafter in this report to designate the University of Maryland grant projects). The Sex Equity Administrator monitored the grants to the University.

Adolescent Single Parent Projects. The Maryland State Plan for Career and Technology Education designates local education agencies (LEAs), community colleges, and community-based organizations as eligible recipients for Adolescent Single Parent funds. The Request for Proposal (RFP) process is used to announce competitive grants. Each proposal submitted must describe how the recipient will provide services to ensure that pregnant and parenting teens remain in school or obtain their GED; learn good parenting skills; and receive counseling, career assessments, career planning and preparation, and where appropriate, actual training for a particular job. Providing child care and transportation and promoting interagency networking are encouraged. Maximum funding for each project is $20,000. The proposal-evaluating process includes giving extra points to proposals that come from deprived areas.

The Sex Equity Administrator assists the Adolescent Single Parent project directors. She provides leadership at the State level, monitors and assesses program activities, provides technical assistance, and conducts inservice activities.

The major objectives of the Adolescent Single Parent Program are to provide services and activities to prevent pregnant and parenting students from dropping out of school and to provide career information and training to enable this targeted audience to become financially self-sufficient.

The adolescent projects are administered by directors employed by the LEAs, community colleges, or community-based organizations, working with the local directors of career and technology education or the occupational deans.

In FY 1993, outcomes for these projects included the following:

1. 15 grant awards (5 at community colleges, 8 in LEAs, and 2 at community-based organizations) in amounts from $12,243 to $20,000

2. 1,130 adolescent and parenting teens were served (38 were teen fathers)

3. 301 of the 350 seniors graduated

Description of clients by race, gender, and disability:

	Female	Male
African American	600	21
Asian American	1	0
European American	439	16
Hispanic American	49	0
Native American	3	0
Disabled	26	2

Services to teen parents and numbers receiving services are listed below. The number of children of teen parents who also received services was 224.

913 Personal counseling
671 Career counseling
766 Assessment and testing
560 Referral to other agencies
219 Child care assistance
324 Transportation
212 Vocational support services
653 Life skills development
656 Parenting skills
600 Pre-employment preparation
403 Vocational/skill training
87 Other

The State has not required the projects to include formal evaluations, but many do include evaluations. Most projects include participant surveys as part of their procedure; results determine if changes should be made the following year. Currently, a sex equity grant is funding a project to develop a comprehensive and formal evaluation system.

Representatives from the projects will be part of the planning team for designing the system.

The Professional Development and Equity Resource Center.

In FY 1993, the Maryland State Plan for Career and Technology Education awarded one grant for resource development and one for professional development to the University of Maryland.

The resulting project, called the Professional Development and Equity Resource Center and monitored by the Sex Equity Administrator, had the following objectives:

1. provide technical assistance and training to personnel serving all the Maryland Single Parent, Displaced Homemaker, and Single Pregnant Women Programs; to CTE directors and occupational deans; and to other appropriate audiences on request; and

2. provide resources to enable the above-named project personnel to provide nontraditional career and technology education opportunities.

The University of Maryland grants were managed by a director who was assigned by the University of Maryland. The director worked with the following people:

1. Sex Equity Administrator and the Specialist for Adult Single Parent, Displaced Homemaker, and Single Pregnant Women Projects to determine needs for those projects.

2. Directors of the 17 Adult Single Parent and 15 Adolescent Single Parent programs to provide assistance and resources.

In FY 1993, the Professional Development and Equity Resource Center provided three statewide conferences for project directors and project personnel and gave numerous mini-grants to projects for funding appropriate events for project personnel and their clients. Examples of the other resources provided and activities conducted by this grant can be found under the Sex Equity section of this performance report.

Services Provided in Successful Single Parent and Homemaker Programs

Adolescent Single Parent and Homemaker Projects

Services in the Adolescent Single Parent Programs vary from site to site. In FY 1993, all 15 met the criteria for funding, but they differed greatly in methods of delivery and services they provided. Some characteristics are listed:

1. Eight projects in local school systems

2. Five projects at community colleges

3. One project at an urban school for pregnant and parenting girls

4. Two projects located at Family Support Center sites

Services provided by the adolescent projects include the following:

1. Parenting Classes. Adolescent parents learned valuable information about nutrition, human and child development, and parental responsibilities through a structured curriculum or through presentations by experts.

2. Counseling. Career, personal, and academic counseling were provided to ensure that the clients can deal emotionally, financially, and educationally with being parents while finishing their education. Career counseling services may be provided by a qualified project director, a school counselor, or a consultant hired for such purpose.

3. Financial Support Services. Most but not all of the projects offered child care and transportation aid to the parents. Five of the projects offered child care on site.

4. Career Assessment Planning, and Training. Teen Parents' skills and abilities were assessed; career counseling aided clients in skill development; training (or pre-vocational education) was offered; and some placement services were provided.

5. Referral. All projects identified other resources available for teen single parents and helped clients to secure needed medical, legal, and financial services.

Unique or Effective Delivery Methods (Services Most Needed by Single Parents and Homemakers)

Adolescent single parents need a comprehensive service delivery system. If economic self-sufficiency is the ultimate goal, clients need a structured program of basic skills, career and technology training, life skills instruction, and career counseling services. The Adolescent Single Parent Programs in Maryland contain these elements.

Because adolescent parents are so young, they do not yet realize the full impact that early parenthood will have on them and their children. It is essential to provide services to keep them in school or to encourage them to return if they have dropped out, or help them plan alternative ways of finishing at least their high school education and prepare for future education or training.

That is why child care and transportation are essential. In FY 1993, five of Maryland's adolescent parent projects provided on-site child care (often paid for by sources other than Perkins funds). An interagency approach helps to secure the necessary resources for clients.

Also, many of the adolescent parents need basic skills instruction and special help in planning how to seek a job or further training.

Method for Determining Greatest Financial Need and Number Served who Met the Criteria

If students fit the definition of single parent under the Carl D. Perkins Vocational Education Act, the only other criterion needed to participate in these programs is that they be teenagers. Some of the projects that offered child care and transportation required documentation of the costs of both, but that was the only requirement.

Exemplary Adolescent Single Parent Program

The Teen Parenting Program in Prince George's County was exemplary in FY 1993. The project served 217 teen parents at seven different high schools during the year, offering a range of services including, but not limited to, child care, parenting classes, information on referral services, assessment, and career information. The project is effective in its use of money. Federal money is often used to expand services, help them become an integral part of a program, and work toward integrating the service into the school. The project plans for the day when the project can be funded totally by local or state funds.

One noteworthy activity conducted during FY 1993 In Prince George's County was a Career Options Seminar which provided nontraditional career

information to the target population. The event was held at a nearby state university and adolescent parents from all seven high schools attended. The seminar was also supported by a sex equity grant. The activities included lunch, a tour of the campus, and small sessions with business and industry representatives who could provide potential employment positions for the teens.

Adult Single Parent and Displaced Homemakers Program

3,439 Number of single parents and homemakers served at the postsecondary/adult level.

Overall State Plan

Adult Single Parent/Displaced Homemaker Projects. The Maryland State Plan for Career and Technology Education, through a Request for Grant process, requested proposals from eligible recipients to operate three-year comprehensive systems of service delivery to adult single parents, displaced homemakers, and single pregnant women. Eligible recipients were asked to structure programs that would assist participants to achieve economic self-sufficiency through the attainment of marketable skills. Reviewed on a competitive basis, and with attention to areas of the state in greatest economic need, the state awarded seventeen grants to serve adult single parents, displaced homemakers, and single pregnant women. Fifteen grants were awarded to community colleges, one to a partnership between a community-based organization. All recipients demonstrated substantial experience and success in dealing with the target population. FY 1993 was the third year of operation for the projects.

To assist the recipients in the delivery of appropriate and effective programs and services, the Division of Career Technology and Adult Learning assigned a staff specialist to work with project personnel. The specialist provided leadership at the State level, assessed the need for staff and program development, monitored the achievement of objectives, provided technical assistance, and conducted inservice activities. The specialist worked closely with the Vocational Equity Specialist, who monitored services for adolescent single parents.

The major objective of the adult single parent, displaced homemaker, and single pregnant women projects is to provide programs and services that will enable members of the target group to become economically self-sufficient. To accomplish that objective, each project has developed a comprehensive system of service delivery. Key components of the programs include access to credit and non-credit programs and courses, instructional support services, career counseling, client follow-up, job placement services, and assistance with tuition, books, child care, and transportation. In most cases, projects are administered by directors employed by their colleges. In all cases, colleges provide support services to the projects. Project directors at colleges may be attached to a college's division of instruction, continuing education, or student services.

Objectives

Student outcomes in the adult program in FY 1993 include

Outcomes of the Program

1. 1,932 placed in training
2. 1,372 in credit programs
3. 532 in non-credit programs
4. 654 completed training (including at least 128 Associate degrees and 286 certificates)
5. 1,299 are continuing in training
6. 381 placed in jobs

In addition, the following individuals received services to enable them to achieve their goals:

1. 63 received tuition assistance
2. 635 received assistance to purchase books and other course materials
3. 322 received transportation assistance
4. 237 received child care assistance

Other outcomes include services provided to more than 303 Project Independence clients who are enrolled in Maryland's welfare-to-work program. Project directors have also worked closely to transition students in the adolescent single parent projects to postsecondary programs, and have promoted nontraditional career fields. Programs link with every local agency that serves similar populations. For example, Project Forward Step has formed a collaborative relationship with a local homeless program. Housing is earmarked for the project's clients.

Many participants in the programs have achieved positive outcomes. Some participant outcomes include:

Project Forward Step at Frederick Community College:

"I'm grateful to PFS for guidance and support. This former client is doing just fine!"

"Thanks to PFS my dreams are coming true. Thanks for your assistance!"

"I will never be able to tell you how much help I have received both professionally and also the personal encouragement. I actually feel like it made the difference between death and life."

"Without PFS I could never have accomplished coming back to school after being away from it for many years."

"I have benefited so much from PFS. They have encouraged me and given me the support I needed to pursue my academic goals."

"Project Forward Step is the best thing that could happen to returning adults. The support and understanding is not only needed but appreciated, I'm sure."

The Career Connection at Cecil Community College:

Susan came to the program as a single parent with a two month old daughter. At that time, she was living with the baby's father but experiencing a great deal of physical and emotional abuse in the relationship. Susan decided to follow her dream to become a nurse and began taking the pre-requisite classes for the College Nursing program. Now confident in her abilities, she also took a non-credit phlebotomy class to help her find employment. Once she was able to obtain a position at a local hospital, Susan decided to leave the abusive relationship. She withdrew from her employer to enroll in an LPN and eventually an RN training program.

Another client, Mary, came to the program interested in taking a few classes to help her get a job. She had worked part-time in a factory for a couple of years, but the majority of time had been at home raising her two children. She started out in a non-credit typing class and also enrolled in our women in transition class. It was during this experience that Mary decided she wanted to go to the credit division to work toward a degree. She originally wanted to be a teacher, but after exploring other options with us, switched to the X-ray technician program. Mary completed her first year at the College with honors and is excited about continuing in the fall.

The YWCA of Anne Arundel County:

The client entered the program in July 1993 and was interested in completing an A.A. degree in paralegal studies. Supported by AFDC, she was a single parent of one child and lacked financial resources to complete training. Program funds were used for tuition and books, child care and transportation expenses. The client later acquired a Pell grant and utilized a number of program services, including a support group, career advising, and job placement. The client earned all A's and B's in her course work, and accepted a position within the judicial system in May 1993. She is no longer receiving AFDC, and she continues her path to achieving her career goals.

Services Provided in Successful Single Parent and Homemaker Programs

Adult Single Parent and Homemaker Projects. The overwhelming number of females in this group (only 33 males were served) reinforces the social reality that single parents are predominately women and most of these are economically disadvantaged and educationally unprepared for economic self-sufficiency.

Statistically, the group is:

60% white
28% black
56% between 18-34 years of age
66% from families with income of less than $10,000 per year

Services provided by the projects include:

1. Counseling. Career, personal, and academic counseling are provided to ensure that clients enter into appropriate training programs.

Counseling duties are divided between the college's student services staff and staff of the projects.

2. Access to Non-credit and Credit Program and Instructional Support Services. Clients are enrolled in degree or certificate college programs. In many cases, customized non-credit programs are developed.

3. The most popular programs include Allied Health Occupations and Business. Instructional support services including tutoring, study skills, and computer assisted instruction are provided by each college's vocational support services program.

4. Financial Support Services. Students who meet funding criteria are offered partial tuition, assistance with books, transportation, and child care. Child care providers are selected by the client and payments are arranged and services accounted for by project staff.

5. Referral. Clients frequently need services not provided by individual projects. Community resource networks have been used with effectiveness to ensure that clients receive necessary services, including housing, medical care, and legal services.

6. Job Placement Services. All clients are eligible for job placement services. Each college's job placement office works with the project's job placement efforts to ensure that clients are prepared to apply and interview for jobs. Placement assistance is an important component of each project's grant application.

Services are determined and delivered through the development of individual plans. Each program participant completes a plan that includes short and long term goals and steps to achieve the goals. Participants' progress is regularly followed, and changes to the plan may be made. The object is to provide a system of services that begin with career assessment and culminate with job placement and follow-up services.

In FY 1993, projects completed the third and final phase of the evaluation process. Projects completed self-evaluations, program enhancement plans, and third-party reviews. In addition, the projects are participating in the Equity Assessment and Evaluation Project.

Unique or Effective Delivery Methods (Services Most Needed by Single Parents and Homemakers)

66% yearly had family incomes under 10,000.
At least 7,200 received Aid to Families with Dependent Children (AFDC) (not all projects collected this information)
190 received JTPA funding.
900 received Pell grants.

The criteria most frequently used to ensure that services went to those with greatest financial need were the federal poverty guidelines, AFDC, and/or eligibility for the Pell grant.

Method for Determining Greatest Financial Need and Number Served who Met the Criteria

If students fit the definition of single parent under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, the only other criterion needed to participate in these programs is that they be teenagers. Some of the projects that offered child care and transportation required documentation of the costs of both, but that was the only requirement.

Exemplary Programs

Allegany Community College's Careerpath project is an exemplary program serving adult single parent, displaced homemakers, and single pregnant women. Operating within the Office of Continuing Education, the project has continuously sought ways to better serve its clients and link with other areas of the college. The project sponsors an Older and Wiser Students organization, which needs fund raising activities to help other single parents and displaced homemakers. Every Careerpath student is required to begin by enrolling in a career development course. As a result of the projects attention to career development, the withdrawal rate from training has been greatly reduced, to 3%. Moreover, the Continuing Education office is now requiring all continuing education students to complete a career development course prior to enrolling in training. The project is an excellent example of a program that offers comprehensive career development services, and its success is a catalyst for other areas of the college.

E. **Students in Non-traditional Programs (Sex Equity)**

3,790	Number of secondary students in non-traditional programs.
2,949	Number of postsecondary/adult students in non-traditional programs.
11,586	Number of students served in the sex equity programs.
9,381	Number of educators, business and community representatives, and parents served in the sex equity programs.

Overall State Plan

Objectives

The objectives of the Sex Equity Program are to provide funds on a competitive basis to eliminate sex bias and sex role stereotyping by awarding grants that:

a. recruit and retain students in non-traditional career and technology education programs,

b. provide inservice to combat the adverse effects of sex-role stereotyping in career choice and to infuse equity issues into curricula,

c. locate, review, purchase, house, and disseminate sex equity resources and materials, and

d. design and implement an assessment and evaluation system for the Sex Equity and Single Parent programs.

There is no attempt to meet any recruitment quotas for students in nontraditional careers. Instead, the equity program strives to work with career and technology educators and other educators to acquaint students with career options. There is an attempt to support students already in nontraditional programs because they are recognized as role models for other students considering career and technology education as an option.

Program Administration (state/local organization)

To assist the Sex Equity Program, DCTAL assigns the Sex Equity Administrator to monitor the projects and to provide technical assistance. She provides leadership at the state level, assesses the progress and planning of the activities, provides staff development, monitors the achievement of the projects' objectives, conducts inservice workshops, and collaborates with many groups outside MSDE and DCTAL to achieve the goals of equity in Maryland.

In FY 1993, the Division of Career Technology and Adult Learning awarded eleven Sex Equity grants. Below is a list of brief descriptions of all eleven projects:

1. **Professional Development for Sex Equity and Single Parent Projects:**

   Staff development opportunities were provided for project directors, directors of career and technology, occupational deans, and other appropriate audiences. Conferences, workshops, and other training sessions were offered.

2. **Resource Development for Sex Equity and Single Parent Projects:**

   Materials were purchased, circulated, and promoted. A newsletter is produced. Mini-grants are given on request to project directors for supplemental services in their programs.

3. **Math Engineering Science Achievement (MESA)**

   MESA identified minority and female students in three career and technology education schools to become MESA students. They participated in extra-curricular and in school activities to develop and enhance their skills and interests in math, science, and technology. Teachers were trained to provide support services and special activities to encourage participants to consider careers in the targeted careers.

4. **Prince George's County**

   Teens On The Scene, a student performing group conducted presentations to promote nontraditional careers among other students. The project was connected with a teen parent project in the same county. In addition, home economics teachers were in-serviced on sexual harassment.

5. **Allegany County**

A consortium between Allegany County Schools and Allegany Community College was formed to provide staff development, special recruitment efforts, and scholarships for the area.

6. **Cecil Community College**

A Family Support Center with multiple services available for clients is the setting for this grant. The STAR Program recruits and helps place women in nontraditional classes and jobs. Special support services are available.

7. **Maryland New Directions**

This community-based organization developed a video on sexual harassment to be used with students. It presents vignettes which help to identify examples of sexual harassment.

8. **Howard County**

A consortium among Howard County, Baltimore City, and the Maryland Correctional Institution for Women offered sex equity training and recruitment services to targeted schools. Included several special collaborative efforts.

9. **Hagerstown Junior College**

A special training program for technology and technical literacy was taught to 11 women who were all single parents. The program was called "Transformations" because it used a curriculum by that name available from the Center for Occupational Research and Development. The eighteen-week curriculum was supplemented by special services to the participants and special training for the instructors.

10. **Carroll Community College**

A special three-year grant was continued to design and implement a system to assess and evaluate Sex Equity and Single Parent projects and to gather information to help set standards and measures for the entire equity program. A sex equity action plan for integrating equity into all LEA's and community colleges was designed.

11. **Washington County**

A gender-equity consultant guided a middle school faculty through a self-examination exercise to determine whether or not any gender biases might exist as they advised eighth graders about future career options. Students participated in a self-directed career search, visited the local career and technology center, toured the county hospital, and viewed a number of non-traditional career materials.

Outcomes of the Program

In FY 1993, the outcomes of the Sex Equity Program, which includes all the projects briefly described above were as follows:

1. Collectively the ten grants served these audiences:

   - 6,468 students in Career and Technology
     5,118 other students
     8,765 administrators, teachers, and counselors
     616 business/industry people

2. The Professional Development and Equity Resource Center continued to operate at the University of Maryland. The project lent 316 print and nonprint materials and disseminated 3,800 print materials. It served 104 loan customers, 47 of whom are new. A newsletter was produced. The center delivered technical assistance and other types of support to all 43 grant projects funded by either Sex Equity or Single Parent grants.

3. Twenty participants in DCTAL's Leadership Development Project for Women and Minorities received two special training sessions designed to update them on current initiatives and activities in career and technology education and to enhance their leadership skills. The participants were "graduated" this year, completing their three years of training.

4. Eleven adult single parents received training in the Transformations curriculum, a program designed to develop technical literacy. This project and its outcomes are further described under the "Exemplary Program" section below (item #5).

5. The design of an assessment and evaluation system for Sex Equity and Single Parent Programs continued. The work team established to guide the work met three times. A group of directors of career and technology, occupational deans, and equity project coordinator drafted a document entitled the "Sex Equity Action Plan" which was circulated for comments. The document will guide locals in integrating equity into their programs.

Evaluation Results

Each project funded by an RFP process submits interim and final reports to the Division of Career and Technology Education. Most of the projects assess their services by administering participant surveys after the event/services take place. Results are used to plan future actions. All projects are participating in the development of the system of evaluation for Sex Equity and Single Parent projects.

Achievements and Services to Reduce Sex Bias and Stereotyping

In addition to the achievements and services previously mentioned, the equity projects in FY 1993 conducted numerous activities to reduce bias and sex stereotyping. Some specific examples are listed below:

1. Maryland New Directions used its sex equity grant money to make a video tape on sexual harassment. The tape will be used statewide in staff development and student activities.

2. Metro Eclipse, a consortium among Howard County, Baltimore City, and the Maryland Correctional Institution for Women, provided a wide range of activities and services for its region. Scholarships were given, leadership development activities conducted (Maryland Initiative for Leadership in Education), computer equity workshops were presented, and an Equity in Education course was taught, and numerous career development activities were conducted for the inmates at the correctional institution.

3. Two special sessions on women and entrepreneurship were presented: one in Allegany County and one at the New Community College of Baltimore. Both had the intent of familiarizing female students and educators with opportunities for women in starting their own businesses.

Cooperative Efforts with the Private Sector

Every grant recipient is encouraged to involve the private sector in its project. Two projects did an especially good job with those linkages this year:

1. Metro Eclipse co-sponsored with SCORE (Service Corps of Retired Executives of the US Small Business Administration/National Women's Business Ownership Program) two entrepreneurship workshop entitled "Enterprising Women: Opportunities for the Future" for Baltimore City students and inmates at the Maryland Correctional Institution for Women. In addition, Metro Eclipse worked with Commonwealth, a Baltimore City group of business people, to provide 25 of their members with training in sexual harassment.

2. P.G. County's Career Options Seminar featured presentations by representatives from several area businesses, such as C & P Telephone, the Prince George's County Police Department, IBM, the U S Army, and Safeway to a large group of teen parents. The purpose was to expose students to potential employers and help make useful contacts for future career planning.

3. All projects had advisory committees on which local businesses served.

Exemplary Programs (Sex Equity)

Several of the Sex Equity Projects were exemplary, but the one described here is an example of how to provide the necessary support and motivation to recruit and retain low-income women in training in high-wage nontraditional areas. The Sex Equity project at Hagerstown Junior College recruited 80 interested women in the Transformations project. Twenty women were selected to participate in the project. The participants received support services, referrals, financial aid, and moral support to complete the special training and to enter credit courses in technical areas or go to work at entry level in a related technical field. Eleven participants finished the 620 hour training on

June 17, 1993. Five of the completers enrolled in a credit program at Hagerstown Junior College in a technical curriculum. Four of the Transformations graduates have been employed with area businesses, including Tristate Electronic Manufacturing, and Collins Appliance Repair Services. The remaining two graduates are actively seeking employment or additional educational opportunities.

F. **CRIMINAL OFFENDERS IN CORRECTIONAL INSTITUTIONS**

732 Numbers served through programs in correctional institutions. There are many more inmates enrolled in vocational programs at any given time. However, because these are open-entry/open-exit programs, the number given reflects the number of individuals who received vocational certificates in program year 1993.

Names and Addresses of Participating Institutions

Brock Bridge Correctional Unit
Route 175, Box 537
Jessup, MD 20794

Eastern Pre-Release Unit
Box 122
Church Hill, MD 21623

Maryland Reception Diagnostic
Classification Center
550 East Madison Street
Baltimore, MD 21202

Maryland Correctional
Classification Center
550 East Madison Street
Baltimore, Maryland

Maryland Correctional
Institution-Hagerstown
18601 Roxbury Road
Hagerstown, MD 21746

Eastern Correctional Institute
Route 1, Box 500
Westover, MD 21817

Pre-Release Unit for Women
301 N. Calverton Road
Baltimore, MD 21223

Roxbury Correctional Institution
18701 Roxbury Road
Hagerstown, MD 21746

Southern Maryland
Pre-Release Unit
Charlotte Hall, MD 20622

Maryland House of Correction
Route 175, Box 534
Jessup, MD 20794

Maryland Correctional
Institution-Jessup
Route 175, Box 549
Jessup, MD 20794

Maryland Correctional
Training Center
18800 Roxbury Road
Hagerstown, MD 21746

Baltimore City
Correctional Center
901 Greenmount Ave.
Baltimore, MD 21202

Overall State Plan

As part of the Maryland State Department of Education's Strategic planning effort, the vocational education section of Correctional Education is currently operating on a five-year plan established in 1989. This Vocational Plan for Excellence was developed following a statewide

programmatic, proactive review process. A set of progressive objectives was developed for each of the five years of the plan including a re-evaluation phase to establish the next plan.

Objectives

The following are the FY 1993 Correctional Education Vocational objectives:

1. Continue to develop employer input to guide curriculum upgrading.

2. Maintain developed vocational fiscal priority systems to distribute both state and federal funds.

3. Support existing and establish additional vocational support service teams.

4. Evaluate standardization of vocational entrance tests.

5. Provide technical assistance for curriculum improvement.

6. Implement articulation between State Use Industry and Apprenticeship Programs.

7. Develop inservice activities for all vocational staff.

8. Standardize curriculum of like programs.

Outcomes of the Program

1. Support institutional, regional and statewide positive communications.

2. Development of industrial advisory groups.

3. Enhancement of industrial advisory groups.

4. Support professional staff input on program needs.

5. Provide program goals which are mutually shared and agreed upon.

6. Provide trust, support and freedom for individual differences.

Program Administration (state/local organization)

Correctional Education services are administered via an educational structure that has its state coordinating headquarters in the MSDE building at 200 W. Baltimore Street. Communications and administration activities are maintained with the institutional schools by way of one regional office located in Hagerstown, Maryland. One Field Director has direct supervisory responsibility for the school principals and teachers under their charge. The total correctional staff numbers 145 individuals. The total enrollment on May 1, 1993, in both academic and vocational classes in correctional education was 4,341 students.

Types of Services or Programs Provided and Achievements

The correctional vocational programs directed by the Maryland State Department of Education are located in the eight adult correctional institutions in Washington, Anne Arundel, and Somerset counties and in Baltimore City, as well as in the five pre-release units--Southern, Eastern, Popular Hill, Baltimore City Correctional Center, and Pre-Release Unit for Women. These programs are included in the Maryland State Plan for Career and Technology Education. This plan currently supports 38 vocational programs for incarcerated adults. However, only 33 programs are presently operational due to program shut downs, retirements and staff illnesses/injuries.

All vocational programs offer entry-level skills training except child care, child development, home management, guidance, and pre-vocational industrial arts. Thirty-seven of the thirty-eight approved programs are located in the Division of Correction's major maintaining institutions as shown below:

Institution	Number of Programs
WESTERN REGION:	
MD Correctional Institution - Hagerstown	4 1 (non-operational)
MD Correctional Training Center	12 2 (non-operational)
Roxbury Correctional Institute	5
CENTRAL REGION:	
MD Correctional Institution-Jessup	3
MD Correctional Institution-Women	3
MD House of Correction	1 (non-operational)
Maryland Penitentiary	1 (non-operational)
EASTERN REGION:	
Eastern Correctional Institution - East	4 2 (non-operational)
Eastern Correctional Institution - West	4 1 (non-operational)
Total	37

The 38th vocational education program, Contracted Services For Adult Offenders, offers internal and external participation. The internal participation portion was offered in the Western Region at Roxbury

Correctional Institution, the Maryland Correctional Training Center, and the Maryland Correctional Institution in Hagerstown through the Hagerstown Junior College.

Internal services were also delivered in the Central Region at the Maryland House of Correction and the Maryland Correctional Institution - Jessup, via Anne Arundel Community College.

External contractual services were provided to the Poplar Hill Pre-Release inmates who were transported to the Mult-Service Community Center for training after the end of the regular school day and the two Baltimore Pre-Release Unit services are provided at The Occupational Skills Training Center by Baltimore City Community College and Catonsville Community College.

Activities funded with additional funds from Perkins Act

In 1989, Correctional Education established a five-year plan for Excellence in Correctional Vocational Education. The following is the FY 1993 review of these activities. In all three regions, vocational instructors have actively developed linkages and articulations with private business and industry. In both the Eastern and Central regions, such articulations have recently provided valuable material and equipment donations for instruction. In the Western region, vocational educators have enjoyed the benefits of private industry's support of our correctional programs. These articulations have netted material gain such as: raw construction materials, autos from the Port Authority for body repair instruction, new autos from the major auto manufacturers for diagnostic instruction, and cut-away demonstration models for theory instruction. Beyond the material gain is the invaluable input these companies can share with our instructors for curriculum updating.

The important activity of formally establishing advisory/craft committees was temporarily placed on hold due to budget constraints that have affected this agency as well as the other agencies that are to be involved in this activity. Although this activity was not conducted formally, the vocational instructors have informally, as previously stated, made considerable progress in this area.

For the fifth year, statewide fiscal vocational priorities have been established. Institutional and regional priorities were gathered and methods of distribution provide not only accountability but also front-end decision making for representatives from each region.

Support service team activities have been reduced and support service team expansion curtailed in regions where they did not exist. The budget priorities established for FY 1993 did not allow for this activity. It is hoped that support service teams, which have provided valuable support to vocational instructors, will be re-established in FY 1994.

Currently, vocational students must pass a vocational shop test to be eligible for program entrance. During the process of review and standardization, information was made available by Dr. Stephen Steurer, Correctional Academic Coordinator, that suggests that the testing process might use the standard used by academic students. This would enable Dr. Steurer's automated testing program to be used for all potential

students, academic and vocational. This review process continued during FY 1993.

As stated in last years report, the final decision was to use the TABE test to provide more validity in test scores to place individuals in occupational programs. Instructors and field administration helped expedite this activity by providing math and reading needs of their individual programs. This action also was attributed in part, to the business/industry linkages made by instructors.

Professional development, staff development, and the improvement of support services have all felt the impact of budget cuts. These activities are important and will be re-established when funds return.

Maryland's Correctional Apprenticeship Program, a cooperative effort between State Use Industries and MD State Dept. of Education, had 12 completions and an enrollment of 101 as of May 1, 1993. There are 7 Apprenticeship programs approved and active within correctional education.

During FY 1993, efforts continued with Correctional Education and State Use Industries personnel to construct a new industrial building (Envelope and Graphics Shop) located at the Roxbury Correctional Institution, Hagerstown. The project started in April 1992 and will be completed by October 1993. This project is third of its kind in the western region and will continue to be a valuable learning opportunity for the vocational masonry students.

Correctional Education needs to improve the quality of the career and technology programs by expanding curriculum to integrate academic and vocational subjects. On March 18 - 19, 1992 a two day workshop was held on integration strategies for 40 correctional education staff members. The workshop facilitators and guest speakers provided valuable information on instructional methods and staff members provided ideas and concerns for curriculum integration. As a result of the workshop, each individual institution would prescribe there own scheduling and method of integration due to institutional differences. It was recommended that a follow-up workshop would be held to review and finalize correctional education commitment to the integration of programs. Because of budget constraints and a 4 day work week, the follow-up workshop could not be held. Hopefully, this can be done as an inservice for all correctional teachers in FY 1994.

Computers purchased in past years have had sufficient impact on program delivery in several career areas. Other program instructors asked to enhance their curriculum by purchasing additional computers and software programs, however, FY 1993 was not a good year for purchasing any computer hardware items. Hopefully, in FY 1994 purchasing of computers and other hardware will be approved so we can add computer technology enhancement to several other career programs.

The Occupational Skills Training Center continues to be a major project to facilitate the transition of incarcerated persons (male and female) from economic dependence to economic independence. A critical need is preparation for civilian employment and support in the transition into the civilian labor market at the point of release. The Occupational

Skills Training Center was officially opened to students February 19, 1993 offering three programs, office technology, graphics/printing, and automotive technician training. Job development and placement is also an integral part of the ongoing training process at the center. Three additional program areas are projected to start in FY 1994. All vocational areas were developed through the DACUM Program provided by Dundalk Community College. MSDE's Correctional Education had directly contracted Baltimore City Community College to handle the daily operations of the center and to utilize other Greater Baltimore Community Colleges for assistance in providing quality training in the targeted areas.

Exemplary Programs

Several correctional education programs are exemplary, but the business data processing program at Roxbury Correctional Institution stands out this year by receiving a joint articulation agreement between Hagerstown Junior College and Hagerstown Business College that enables completing students of that program to receive up to 3 college credits toward a degree program. One student has been accepted in college through this program to start in the fall FY 1993 semester.

SECTION II

Program Improvement Accomplishments Under Title II, Part C

SECTION II - TITLE II, PART C: SECONDARY, POSTSECONDARY AND ADULT OCCUPATIONAL PROGRAMS, SERVICES, AND ACTIVITIES

A. Professional Development and Curriculum for an Integrated Education System

Overall State Plan for Integration

Objectives Develop, implement and define an integrated learning concept for educational programs that consists of broad learning outcomes and ensures that students acquire the broad, transferable knowledge and skills necessary to prepare them for work, further education, or both.

Outcomes of the Program

In September 1992, the Maryland State Department of Education (MSDE) released the first draft of the report entitled: Making High Schools Work Through Blended Instruction. The report includes a vision and action plan for the integration of academic and career and technology education. Joint leadership was provided to this effort by the Division of Career Technology and Adult Learning (DCTAL), the Division of Instruction (DOI), and the Division of Compensatory Education and Support Services (CESS). To date, results include:

Sharing the Vision - Seven new Eastern Shore sites joined the "High Schools That Work" initiative, the Southern Regional Education Board/State Vocational Education Consortium's effort to raise the achievement of career-bound students in mathematics, science, and communications. Maryland sites include Baltimore City and the following counties: St. Mary's, Frederick, Wicomico, Worcester, Queen Anne's, Dorchester, Kent, Talbot, and Caroline. Workshops were held in January of 1993 to recruit new sites. Staff members from throughout the Department of Education participated in the workshops.

Information Sharing - The vision and action plan were shared during briefings held with divisions in the Department of Education. Presentations were also made to a wide array of administrator groups, associations, and councils to obtain suggestions for improving the document. The revised report, based upon input from reviewers, was disseminated on June 1, 1993.

Professional Development - The Department awarded grants to support the professional development needs of administrators and teachers to integrate academic and career and technology education. Under the leadership of Mr. William Ecker, workshops and site visits were funded through a grant to the Eastern Shore consortium resulting in the addition of seven counties to the "High Schools that Work" network. A site development workshop was held on May 6 and 7, 1993 for the network of schools.

School Change - Staff members in the School Facilities Branch at MSDE are working as a team with representatives from DOI and DCTAL to identify school facilities that complement and support the vision for integrated learning. The team is meeting with local school system representatives

who are planning to build new high schools to offer assistance and share exemplary models. Staff from the School Facilities Office delivered a presentation at the spring tech prep conference to promote the vision. In May, they visited Sussex Technical Center in Delaware to learn more about the conversion of a center into a comprehensive high school.

New Graduation Requirements - A joint team of DOI and DCTAL staff members worked with a team of local supervisors to coordinate the review of Applied Mathematics materials and publish a report recommending their use in meeting the new high school graduation requirements. The report includes suggested enhancements to the Applied Mathematics to create a course equivalent to Algebra I. The team plans to review Principles of Technology next.

Activities Conducted by the State In Developing & Implementing Applied Academics

The Department awarded a grant to Baltimore County to host an Applied Academics Institute from June 21-25 at Eastern Technical High School to expand the use of applied academics and integrated learning in Maryland. Dundalk Community College received a grant to develop a leadership institute for school systems involved in integration efforts leading to school improvement and increased student achievement. While still in the planning stages, the Institute staff will begin to conduct needs assessments and design the first phases of the program for implementation in 1994.

Exemplary Programs

Frederick County has entered into a four year Integration of Academic and Technical Education project. The school year (1992-93) was the phase in year and integration of all essential curriculum has occurred as scheduled.

In addition, English classes and a computer application class integrated efforts in order for the students to produce a professional resume. This met the requirements necessary for the "Passport to the Future" as well as serving as a source of pride for the student and a tool for assessment for the teacher. As a result of integration initiatives, applied communications and principles of technology will be taught at Catoctin and Frederick High Schools and the Career and Technology Center during the 1993-94 school year. World cultures will be offered as a pilot course at Frederick High School.

To ensure integration of all essential curriculum, 1992 integration cadre members will participate in 1993 essential curriculum writing workshops. The 1993 integration cadre will include year two phase-in schools. Staff development is ongoing.

B. Curriculum Development System

Overall State Plan

The objectives for the Maryland curriculum system are to:

1. Provide state leadership, coordination, and expertise in the development of a curriculum system design. Plan and implement a process and format for curriculum development.

2. Establish a statewide networked data system for curriculum to include consortia of local education agencies and community colleges to enhance the flow of information concerning curriculum models, instructional strategies, and resources.

3. Establish technical committees to advise on the development of model curricula that will address state labor market needs.

Outcomes and Results

1. The Curriculum Steering Committee Report containing a format for competency-based/performance-based curriculum development was completed in January 1993.

2. Three inservice activities were held March 18 and 19, 1993 to introduce the V-TECS DIRECT system, which is designed to store, manipulate, and retrieve curriculum materials. The activities introduced V-TECS DIRECT to local directors and deans and trained interested customers in the use of the system. After submitting successful proposals, five local education agencies were given a V-TECS DIRECT system bringing the number of V-TECS DIRECT installations in Maryland to twelve. These five sites will operate as pilot sites during the next fiscal year. They will provide training to other education agencies and act as a resource for others interested in the V-TECS DIRECT system.

3. In the spring of 1992, the Maryland State Department of Education (MSDE), Division of Career Technology and Adult Learning (DCTAL), joined in a partnership to provide a unique tech prep 4+2+2 effort. Partners in this curriculum initiative included Baltimore City Public Schools, the DACUM (Developing A CUrriculuM) Resource Center at Dundalk Community College, Baltimore City Community College, the University of Maryland at Baltimore, the Greater Baltimore Committee and representatives of the life sciences/biotechnology industry.

   As a partner in this effort, DCTAL established a Life Sciences Technical Committee. This committee met for the first time as a Tech Scan panel. The resulting Tech Scan document assisted in planning for a series of curriculum activities and products. Products developed as a result of this initiative included task lists for Laboratory Technician and Research Laboratory Assistant, a program planning document with program and course objectives and a tech prep model for articulation between Baltimore City Community College and Baltimore City Public Schools. Baltimore City Community College and the University of Maryland at Baltimore, working with

the same life sciences industry partners, developed a task list for research associate and a program planning document endorsed by both institutions.

Sixteen businesses donated the time and talent of their employees to ensure the success of this project. The final meeting of the Life Sciences Technical Committee, held jointly with the Life Sciences Institute Advisory Committee at the offices of the Greater Baltimore Committee, celebrated the success of this partnership. Students entered the life sciences/biotechnology program at two Baltimore City high schools, Southern and Paul Laurence Dunbar, in the fall of 1993.

In the fall of 1992, the DCTAL Technical Committees Project at MSDE, Baltimore County Public Schools, Essex Community College and the DACUM Resource Center at Dundalk Community College came together to develop a partnership which would involve health professionals in a refocus of the Allied Health programs in Baltimore County Schools and enhance an ongoing working relationship with the community college system. This collaboration has become a model in Baltimore County as other career programs are being refocused or developed with the assistance of the business community.

Twenty-four health care businesses supported this project by becoming members of the Health Occupations Technical Committee and attending a Tech Scan activity which identified four health care clusters for further curriculum development. After task list development, three of the four identified clusters were combined into the "Allied Health Task List" used as the basis for the curriculum planning process as courses and program sequences were developed. Using a performance-oriented approach to instructional development, a curriculum writing team composed of secondary and postsecondary educators and health industry representatives developed instructional goals, objectives and strategies for classroom delivery.

C. Guidance and Counseling

Overall State Plan

Career guidance and counseling in Maryland is part of a coordinated Pupil Services Program for all students. This program contributes to students' optimal academic growth by fostering physical and mental health and well being. Through the use of a team approach, a systematic, integrated, and coordinated program delivery system is provided to create a positive learning environment where students acquire needed competencies.

In terms of career development, Maryland is a leader in the promotion of comprehensive career development programs that are interdisciplinary and competency-based. Career development is the responsibility of a team of staff from several divisions of the State Department of Education, including the Division of Compensatory Education and Support Services, and the Division of Career Technology and Adult Learning. The team is responsible for setting state goals for career development, and providing leadership and technical assistance to local school systems and community colleges.

Program Administration (state/local organization)

The guidance program is part of a coordinated pupil services program with leadership provided by two state specialists and a guidance supervisor in each local education agency. All counselors in Maryland are state certified. Through the coordinated Pupil Services Program, a team approach is used for appropriate activities/objectives. School counselors serve on curriculum teams, school management teams, school improvement teams, pupil services team, vocational evaluation teams, and often as the school's resource to outside agencies, business, and industry. The staffing ratio is more than 400 students per counselor.

In terms of career development, the state career development team works with local guidance supervisors, supervisors of career and technology education, and supervisors of instruction to implement Maryland's Career Development Model and the National Career Development Guidelines.

Outcomes of the Program

1. At least seven local school districts have used Maryland's Career Development Model to redesign their delivery of career development services, with the assistance of the state career development team.

2. Maryland's career development team has presented the vision and goals for career development to several diverse groups, including the Extended Leadership Team of the Maryland State Department of Education, and local assistant superintendents of instruction.

3. The state career development team convened four meetings of the Maryland Career Development Steering Committee. The committee includes members from such organizations as public schools, community colleges, the Department of Economic and Employment Development, the National Career Development Association, the State Occupational Information Coordinating Council, and others. The group has provided guidance and direction for career development efforts in Maryland.

4. The career development team has coordinated professional development activities and services, including:

    a. "Building Teams for Success," a combined career development and Tech Prep statewide conference in April 1993;

    b. Conducted training on how to implement the Career Development Model in several local school districts. The training audiences were composed of teachers, counselors, and other staff from all levels, K-Adult.

5. The state career development team provided assistance to the Maryland SOICC, including:

    a. Helped to design and implement VISIONS, the career information delivery system for middle school students;

b. Coordinated the dissemination and implementation of the National Career Development Guidelines, as part of the implementation of Maryland's Career Development Model;

c. Promoted the use of VISIONS Plus, Maryland's career information delivery system for high school students. Currently, over 200 sites offer VISIONS and VISIONS Plus;

d. Assisted in the delivery of Improve Career Decision Making training.

Maryland's sixteen Tech Prep consortia have provided substantial assistance to the implementation of comprehensive career development programs. Tech Prep funds have been used to provide professional development opportunities for counselors and teachers in all sixteen consortia.

Exemplary Programs

The Garrett County Public School system has developed a comprehensive career development system. Based on Maryland's Career Development Model and the National Career Development Guidelines, the program is interdisciplinary and outcome-based. Outcomes and activities are a part of every-grade level and subject area. Teachers and counselors share responsibility for the system. Garrett County has been chosen to receive the Division of Career Technology and Adult Learning award for career development systems. Criteria for the selection include comprehensiveness evaluation techniques, and interdisciplinary focus. As the first school system in Maryland to implement the state Career Development Model, the Garrett County public school system deserves recognition as an exemplary program.

D. Equipment and Facilities

Equipment

Based on information obtained from the FY 1993 equipment inventory reports, local education agencies and community colleges used federal and state funds for equipment acquisitions to upgrade career and technology education laboratories. The vast majority of the equipment purchased consisted of computers and computer related equipment. As a direct result of the equipment purchases, a wide range of career and technology education programs enhanced their high tech capabilities and increased their ability to provide students with the high tech skills necessary to enter and to advance in a continually evolving job market.

It should also be noted that funds were expended for equipment, mostly computers, to provide vocational support services to students in order to better integrate academic and vocational competencies for the special needs population enrolled in career and technology programs.

Facilities

Wicomico County has initiated the approval process to construct an addition to Parkside High School for the delivery of career and

technology education programs. If funding is approved, the process of designing the new facility will begin in FY 1995.

E. School To Work Transition

Cooperative Education

Objectives

Objectives for the Cooperative Education program improvement activities include curriculum revision, program review and restructuring, improvement of facilities and equipment, certification of teachers, and teacher skills upgrading. Technical assistance was provided by the Specialist for Cooperative Vocational Education to secondary and postsecondary career and technology agencies for program improvement.

Outcomes

Cooperative Vocational Education is planned, organized, and coordinated to ensure that each component contributes to the student's education and employability. Cooperative Vocational Education is provided in one of the three major formats--integrated, diversified, and capstone.

A total of 5,264 students participated in 181 diversified occupations programs across Maryland. A total of 10,625 students participated in a cooperative education experience as a component of their occupational program.

Local cooperative vocational educators are implementing the mission statement, goals and strategies developed for cooperative education.

Passport to the Future

Objective

This initiative links qualified students with employers while also providing an effective screening system for employers of the student workforce for after-school and summer employment.

Outcomes

1. More than 1,300 students received passport cards in Frederick, St. Mary's, and Washington counties.

2. School attendance rates and academic achievement improved.

3. Students carrying a passport were given preferential consideration for after-school summer employment from participating businesses.

4. The potential student workforce received appropriate job finding, seeking, and keeping skills.

5. Employers encouraged students to remain in school and agreed in advance not to let employment interfere with the top priority - the student's education.

Apprenticeship Linkages

Objective

The objective provides apprenticeship opportunities for 12th grade youth attending Maryland public high schools. Through the program, students have the opportunity to begin apprenticeship training as registered apprentices while completing the required coursework for high school graduation. After graduation students continue apprenticeship training until competencies are achieved and journey-person status is gained.

The Division of Career Technology and Adult Learning (DCTAL) is working cooperatively with the Associated Builders and Contractors (ABC), Cumberland Valley Chapter; the Franklin County Schools, Pennsylvania; the Berkeley Morgan and Jefferson County Schools, West Virginia; and the Washington County Public Schools, Maryland to establish a youth apprentice program within the Franklin County Area Vocational-Technical Schools, the James Rumsey Technical Institute, and the Career Studies Center. Plans are underway to begin implementation of a youth apprentice program within each school beginning in the 1993-1994 school year. In most cases, instructional materials have been acquired and participating school system teachers have been or will have been prepared to deliver initial related instruction. Also, a cadre of employers has agreed to participate in providing on-the-job training to selected youth apprentices. Unique features of the program are:

1. All school systems have agreed to cover the module materials contained in the Wheels of Learning Curriculum.

2. All of the instructors receive 24 hours of instruction on the Wheels of Learning Curriculum.

3. Five apprenticeable trades are available to each site: carpentry, electricity, masonry, plumbing and heating and air condition.

4. Rising seniors will be selected to enter the apprentice program.

5. The apprentice will receive one half of the current journeyperson wage.

6. The apprentice will be registered with the Maryland Apprenticeship and Training Council.

7. Upon completion of high school, the apprentice will enter into the second year of a four year apprentice program.

Maryland Mech Tech, Inc., (Mech Tech) is a non-profit corporation providing rising high school seniors an opportunity to pursue journey-person certification in the machine tool industry, as well as providing an opportunity to pursue an associate degree in Automated Manufacturing. Mech Tech can be classified as a shool-to-work youth apprentice transition program. The students are registered with the Maryland Apprenticeship and Training Council. The program is designed to take four years to complete, and the secondary programs have been articulated with the machining program offered at Catonsville Community College. Students can acquire as many as 21 college credits for high

school related instruction. Other unique features of the program are as follows:

1. Students are employed by Mech Tech but work in various machine shops receiving instruction on-the-job.

2. FICA, workmen compensation, and unemployment insurance are handled by Mech Tech.

3. Student apprentices receive at least $5.25 an hour and receive 60 cents an hour raises after completing 1000 hours of instruction.

4. All college credits earned toward an associate degree and related instruction are reimbursed 100% for grades earned which are B's or better, C grades are reimbursed at 75%, and D's at a 50% rate.

5. All books and lab fees are paid by Mech Tech.

Outcomes

1. Eight local educational agencies have developed high-school-to-apprenticeship linkage models.

2. Career and technology education students have become registered in apprenticeships for plumbing, electrician, carpentry, and sheet metal.

3. A career and technology education student became Maryland's first child care worker apprentice.

4. A VISION paper for the year 2000 for school-to-work transition through apprenticeship has been developed for Maryland.

F. Adults in Need of Training and Retraining

Types of Retraining (quick-start) Programs Offered to Adults

Retraining (quick-start) programs are offered by all 18 community colleges within the Maryland community college system. These programs are primarily funded on a contractual basis between the college, which serves as the trainer, and the employer. Currently, under Perkins II, no federal funds have been allocated to support retraining programs.

Achievements in Serving Adults in Need of Training or Retraining

All 18 community colleges provide training or retraining of adults through their Offices of Continuing Education; the individual colleges provide training or retraining at either their campus locations or business/industry sites.

Coordination Activities with the JTPA and the Private Sector

Each community college within the Maryland community college system coordinates its training activities through the local Private Industry Council (PIC) as well as with the area Chamber of Commerce. In many

instances, these coordination activities have been formalized through agreements between the community college and the local PIC.

Exemplary Programs

Recently a statewide network for upgrade training of registered nurses was established under the sponsorship of Howard Community College. This system provides for accredited courses by the American Nurses Credentialing Center.

It represents an excellent example of collaboration among and between 15 of the 18 community colleges providing accredited course to approximately 500 registered nurses seeking to maintain their levels of professional competency. This model is the only one existing within the United States involving multiple deliverers of educational training and services to registered nurses under a single sponsor.

SECTION III

Consumer and Homemaking Accomplishments

SECTION III - CONSUMER AND HOMEMAKING ACCOMPLISHMENTS

78,885 Number of students served.

Overall State Plan

Consumer and homemaking funds in Maryland are provided through formula to approved local education agencies for the purposes of expanding, modifying, and improving consumer and homemaking programs. There are also some special projects targeted at such issues as professional development, special populations (teen parents), and support for curriculum development at local levels.

Objectives

1. Provide funds to local education agencies for the operation of home economics programs for traditionally underserved populations through community outreach programs.

2. Provide funds, through formula, to approved agencies for the purposes of expanding, modifying, and improving consumer and homemaking programs.

3. Provide professional development to improve local home economics staff competencies through the following strategies:

   a. Develop a cadre of resource teachers to implement and integrate home economics with academic areas and refocus consumer and homemaking programs across the state;

   b. Provide consumer and homemaking teachers and supervisors with updated information concerning current state and national issues in home economics programs.

4. Provide professional development activities for local home economics supervisors to enable them to improve their management skills as they plan, organize, and implement consumer and homemaking programs.

5. Provide training for home economics teachers in the organization and operation of Future Homemakers of America chapters.

Outcomes of the Program

The outcomes of the program are: (1) accommodate ninety percent of all career and technology education students and 50% of all non-completer students to complete at least one credit in a consumer and homemaking program before high school graduation; (2) identify underserved students who will participate in approved consumer and homemaking programs that will improve their consumer, parenting, and home management skills; and (3) assist home economics supervisors and teachers to provide effective leadership for teachers in the area.

Outcomes in Programs and Support Services in Depressed Areas

There are 150,660 middle and high school students in consumer and homemaking programs. Approximately 33,806 of these students are in depressed areas. These students have participated in regular consumer and homemaking programs as well as in special projects funded with consumer and homemaking money that support teen parenting projects, pregnancy prevention programs, and Future Homemakers of America.

Consumer and Homemaking funds were used at the local level to support the following activities:

1. Field trips to Atlanta, Georgia and New York where students observed the operations of designing, manufacturing and marketing of garments.

2. Integration of computer concepts in financial planning, home management, and family shopping.

3. Teen parenting programs that served approximately 100 teen mothers, 50 teen fathers and their children.

Achievements in Programs and Support Services in Non-Depressed Areas

The non-depressed areas of the state had a student enrollment of 116,854. Some of the achievements of these school districts were:

1. Three hundred teen mothers participated in special projects to assist them to stay in school and become self-sufficient.

2. Ten counties revised or developed curriculum in the following areas: child care and parenting; food science; fashion merchandising; interior design; elder care and gerontology; and financial management. An exploratory program for middle school students was also developed in two counties.

3. Field trips for students in fashion merchandising, clothing construction, and nutrition science classes were conducted.

Achievements in State Leadership

State leadership continues to provide special funding for professional development activities for supervisors and teachers. Supervisors have been able to keep abreast of new trends in discipline and in managing programs.

Selected home economics teachers have had the opportunity to participate in a leadership program designed to address the following objectives:

1. To develop a series of formal teams composed of home economics resource teachers from participating counties to foster team building and networking opportunities.

2. To identify mentors for the teams and pair mentors with each team. Mentors will serve as coaches and may provide curriculum expertise.

leadership enhancement activities, serve as support/resource and other services as needed.

3. To provide training that will further enhance leadership skills and begin providing a framework to utilize these skills in providing in-service training to teachers to refocus home economics programs. Part II (Year Two) of the project will involve resource teachers/leaders providing training to home economics teachers throughout the state.

4. To provide guidelines for participants to use in developing individual action plans for their own professional development. Plans will be reviewed with project director.

5. To identify opportunities for home economics teachers to serve in leadership roles.

6. To identify various leadership positions in appropriate school settings to use leadership skills.

7. To develop resource teams, composed of resource teachers that provide additional opportunities for leadership and team member functioning.

8. To provide opportunities for home economics teachers to interact and network. Such opportunities will include meetings, training sessions, and informal networking and mentoring opportunities.

9. To provide training sessions and future programs that will serve as professional development opportunities for home economics teachers.

A plan was designed to develop and implement the production of an instructional framework for home economics. This framework will be tied to the leadership program. The instructional framework will be used as a technological professional development device.

Exemplary Programs

1. Nutrition Science - Teachers in Anne Arundel and Montgomery counties developed curriculum for this area. The curriculum was designed to foster the integration of chemistry and biology with nutrition education in home economics. As a result of this effort, both counties have received support from principals and curriculum directors to offer nutrition science as a course that will receive an elective credit or a laboratory science credit. The rigorous content of the course enables it to meet the competency requirements for a laboratory science class.

2. The Leadership Program at Hood College - Eighty teachers have been served through this program. Sixteen teachers are being trained as resource teachers.

3. Articulation - The child care and guidance programs in three counties are now articulated with the community college which provides students with a waiver for some of the course work required to obtain the 90 hour certificate if the student is going to work in

a children's day care facility. The counties who have obtained the waiver are Prince George's, Charles, and Calvert counties.

SECTION IV

Community-Based Organizations

SECTION IV - Community Based Organizations (CBOs)

390 Number of students served by CBOs.

Overall State Plan

The state plan for career and technology education provided funding for eight joint projects conducted by community-based organizations and local education agencies or community colleges. The state required applicants to jointly develop and prepare a project and to agree on a division of responsibility. The Division of Career Technology and Adult Learning assigned a staff specialist to provide state leadership, to monitor achievement of objectives, and to provide technical assistance and staff development activities.

Program Objectives

The major goal of the CBO projects is to provide access to career and technology education or employment to youths ages 16-21.

Program Administration (state/local organization)

The CBO projects are administered jointly by the community-based organization and the local education agency or community college. Staff responsible for the project are generally employees of the CBO. Contact persons are assigned by the eligible recipient, and services are made available to the CBO. Project proposals, budgets and amendments come from the eligible recipient. Projects prepare individual development plans for each participant and work with advisory committees.

Outcomes of the Program

Outcomes of the CBO projects for FY 1993 include:

1. 179 were placed in training following their CBO experience.
2. 293 completed their CBO program.
3. 8 received a GED external diploma.
4. 32 withdrew from the CBO program.
5. 82 were placed in jobs.

Exemplary Programs

Project Tomorrow, operated jointly by Open Doors and Harford Community College, is an exemplary CBO program. Project Tomorrow focuses its attention on adolescent single parents, offering them a range of services from helpful workshops to career-related information. Open Doors also works with local high schools in Harford County, and provides a staff person to work in the schools with program participants. Project Tomorrow has been successful in transitioning its participants to employment and postsecondary training.

Names and addresses of CBOs participating with eligible recipients.

Anne Arundel County/Opportunities Industrialization Center
1908 Forest Drive, Suite H, Annapolis, MD 21401

Baltimore City/Baltimore Urban League
1150 Mondawmin Concourse, Baltimore, MD 21214

Calvert County/Southern Maryland Tri-County Community Action Council
P.O. Box 280, Hughesville, MD 20637

Harford Community College/Open Doors
432B South Main Street, Bel Air, MD 21014

Prince George's County Public Schools/Greater Bowie Chamber of Commerce
14201 School Lane, Upper Marlboro, MD 20772

Hagerstown Junior College/Citizens Assisting and Sheltering the Abused (CASA, Inc.), 751 Robinwood Drive, Hagerstown, MD 21740

Types of services provided by CBOs.

1. Anne Arundel County/Opportunities Industrialization Center:

   - basic skills
   - life skills
   - skills training (e.g., clerical, child care provider)
   - vocational assessment
   - job placement assistance

2. Baltimore City/Baltimore Urban League:

   - summer drop out prevention program
   - basic skills enhancement
   - career information
   - life skills, including black male responsibility workshops

3. Calvert County/Southern Maryland Tri-County Community Action Council:

   - career information
   - vocational assessment
   - career exploration
   - job placement assistance

4. Harford Community College/Open Doors:

   - adolescent parent program
   - career information
   - dropout prevention activities
   - parenting skills
   - vocational assessment
   - job placement assistance

5. Prince George's County/Greater Bowie Chamber of Commerce:

   - Community-based career exploration for students of an alternative high school, which allows them to earn high school credits while learning about careers and the world of work.

6. Hagerstown Junior College/CASA:

- career and personal counseling
- tuition support for attendance at the community college
- career planning
- basic skills remediation

SECTION V

Tech Prep

SECTION V - TECH PREP

14,505 Number of students (secondary and postsecondary served by Tech Prep as a linkage program.)

This figure is based on FY 1993 enrollment figures and consortium reported tech prep programs. More accurate data will be gathered by Mathematica Policy Research, Inc.

Major Accomplishments in the Planning Year of Tech Prep Consortia

State:

The tech prep team, made up of staff members from Maryland's Division of Career Technology and Adult Learning, continued to provide leadership, coordination, and technical assistance to the tech prep initiative. The team prepared a Request for Grant document and awarded planning/implementation grants to sixteen consortia of local education agencies and community colleges. Every local education agency and community college in the state continues to be involved in the development of tech prep.

Each local consortium was assigned one state team member to provide technical assistance throughout the year. Team members attended local planning committee meetings, provided resources, and served as a source of communication. The state team provided consortia personnel with an opportunity to view a series of teleconferences on the tech prep initiative, and to hear various guest speakers at meetings held in conjunction with local directors and community college deans.

A major staff development activity, "Building Teams for Success", brought together teachers, counselors, school administrators, and community college personnel and provided them with structured team building experiences to better plan and implement the tech prep initiative. Several presentations were made by consortia personnel to highlight exemplary practices already underway. Evaluations of this activity were favorable.

Maryland continued its membership in the National Tech Prep Network and sent team representatives to both conferences held in FY 1993. The team also made several presentations on tech prep throughout the state.

The team also supported the formation of a Maryland Tech Prep Network which met on a regular basis to discuss issues and share concerns and exemplary practices.

Consortia

In Maryland's sixteen tech prep consortia, tech prep continues to serve as a vehicle to create educational change. Tech prep provides a means by which one of the Maryland Schools for Success goals, "All students will graduate from high school prepared for further education, employment, or both," may be reached. Consortia cooperatively developed coherent sequences of courses that would combine rigorous academics and a strong

technical core. Many consortia used the DACUM process to revise current curriculum. A major emphasis was placed on integration of applied academics as well as the development of a career development system for all students K-postsecondary. The following are samples of Maryland consortias' major accomplishments:

Allegany Community College/County

The Allegany Consortium in cooperation with the Garrett Consortium hosted a two-day workshop for postsecondary faculty to cover topics such as: the role of postsecondary institutions with tech prep; learning styles; teaching methods; contextual learning; curriculum development; and establishing a "Transformation/Bridge" program.

Anne Arundel Community College/County

Held a joint in-service for secondary and postsecondary computer science/data processing instructors which resulted in better articulation between programs and the development of a new introductory course at the community college level.

Baltimore City Community College/ City

Developed a new 2 + 2 + 2 program in Biotechnology in cooperation with several local biotechnology companies, the public school system, the community college, and the university.

Carroll Community College/County

Used "World of Work Map" to identify six career pathways from which each student will choose. Currently they are identifying career paths within each pathway.

Cecil Community College/County

Developed a tech prep handbook for counselors and are currently developing a similar handbook for students. The tech prep coordinator serves not only as a resource for tech prep information, but for job specific/career information as well.

Charles County Community College/Calvert County, Charles County, St. Mary's County

Sixty-three ninth grade scholars participated in a Tech Prep Scholars Institute, in June 1993 at the Career and Technology Center. Through hands-on activities, students experienced four careers with a high math and science concentration. Students also participated in a PSAT prep course as well as a career awareness/college program course. Parents were invited in on the final day to attend a joint planning session with a community college counselor, a high school counselor, and a career technician.

Chesapeake College/Caroline County, Dorchester County, Kent County, Queen Anne's County, Talbot County

Inserted a document describing tech prep into the Chesapeake College catalog which is mailed to every home in the area. Information was geared to those students in the eighth grade.

Essex Community College/Baltimore County, Catonsville Community College, Dundalk Community College

Used the tech scan and DACUM process to develop or revise curriculum in several areas: Direct Patient Care and Therapeutics; Paralegal/Legal Assistant; Environmental Sciences; Business Occupations Careers; and Automotive Technology.

Frederick Community College/Frederick County

Provided field trips for tech prep students to articulated programs at the community college to ease transition concerns. Provided "English in the Workplace/Applied Communications" training for high school and postsecondary staff.

Garrett Community College/Garrett County

The entire school system continues to reconfigure the secondary school curriculum in a four career cluster tech prep model. The consortium has defined each career cluster, identified career paths, and designed curriculum at the secondary level. Postsecondary revisions will be an activity during FY 1994.

Hagerstown Junior College/Washington County

Held four DACUMs to design/redesign programs in the areas of: Mechanical Engineering/Drafting; Office Technology and Business Education; Health and Human Services; and Care Provider.

Harford Community College/Harford County

The consortium expanded its membership to include personnel from Economic Development and the Regional Technology Council. The community college is currently designing an AAS degree in electronics technology. There has been an increase in enrollment in the electronics program.

Howard Community College/Howard County

Electronics faculty and the academic faculty met to integrate their content areas. Emphasis has been placed on methods to better prepare secondary electronics students in the area of mathematics.

Montgomery College/Montgomery County

Established a mentor program for students involved in tech prep curricula. Strengthened business/industry involvement. Established collaboration between public school and community college faculty for curriculum development.

Prince George's Community College/Prince George's County

Included Private Industry Council (PIC) members as members of the consortium. Developed a process for allocation of slots for high school nursing program graduates into the community college nursing programs. This process is currently under review.

Wor Wic Community College/Somerset County, Wicomico County, Worcester County

Collected baseline data on high school graduates from 1989-1991 who required remediation at community college level. Applied Mathematics and Principles of Technology were instituted in all three counties.

Tech Prep Planned Services for Special Populations

Most consortia have included representatives on steering/planning committees from areas which provide direct services to special populations. Special attention has been directed to students currently enrolled in Maryland's Tomorrow programs. Consortia are in the process of linking with existing services to ensure that all students will be assisted in meeting more rigorous standards. Maryland's Sex Equity Coordinator has provided information and resources concerning nontraditional career fields. One community college has increased the retention rate of their special populations students by making available lap-top computers for their use in class and at home. Another community college is re-designing its in-take procedure for LEP/NEP students. The state tech prep team recognizes that local consortia continue to need assistance in designing and implementing additional support services and continue to plan targeted statewide staff development activities in these areas.

Impact of Professional Development

State

Professional development activities conducted by the state tech prep team resulted in focused, effective planning at the local level. More than 200 teachers, counselors, and administrators from both the secondary and postsecondary levels attended the "Building Teams for Success" conference. Institutes in applied academics continued to prepare teachers to teach in a different way combining theory and practice.

Consortia

Professional development activities conducted by local tech prep consortia brought together secondary and postsecondary administrators, business representatives, faculty, and counselors. Collaborative efforts helped to produce coherent sequences of courses, provide information on emerging career fields, and develop placement/internship opportunities.

Planned Preparatory Services

State

The state tech prep team and the sixteen local consortia recognized that in order for students to be prepared to enter a tech prep program in the eleventh grade, preliminary work should be done at least at the middle school level and during the early high school years. Consequently, the following activities have been a focus at the state and local levels: career development; a four or six year educational plan for students; and advanced math, science and communication skills. The FY 1994 (RFP) Request for Proposal for tech prep requires all consortia to have or to develop a career development model for use with all students K - adult. All Maryland high school students must complete a four-year plan of studies and create and develop a career folder. In addition, through the use of applied academics, instructors have gained knowledge to help prepare students for rigorous technical content at the secondary and postsecondary levels.

Consortia

Consortia have developed logos, brochures, posters, and videotapes for use as recruitment devices for students. Presentations on tech prep are made to eighth graders as they prepare to choose their high school courses.

Exemplary Programs

Since most consortia are currently in the first year of implementation, specific examples of outstanding programs are unavailable at this time. Five consortia will be awarded additional funds during FY 1994 through a competitive grant process and it is expected that exemplary programs will be developed with these additional funds. Highlights of activities in each consortium were provided in a previous section.

The Southern Maryland Consortium continues to disseminate information through a U.S. Department of Education Demonstration grant.

SECTION VI

Performance Measures and Standards

SECTION VI - PERFORMANCE STANDARDS AND MEASURES

Description of Activities Conducted

To develop performance and standards for career and technology education programs, a Committee of Practioners, based on the criteria for membership as set forth in the Perkins Act was appointed in FY 1992. The work of this committee extended into FY 1993. The measures and standards developed by this committee were presented to the Maryland State Board of Education in July 1992. Public hearings on proposed measures and standards were conducted in September 1992. In October 1992 the recommended measures and standards were approved by the Maryland State Board of Education.

The Division of Career Technology and Adult Learning of the Maryland State Department of Education convened a committee of local career and technology educators from the secondary and postsecondary level for the purpose of planning, developing and implementing a process for articulating the statewide system of performance standards and core measures for secondary and postsecondary. The committee met seven times between June 1, 1991 and October 30, 1992 to complete this task. The format for reporting the data was determined at the October 30, 1992 meeting.

Process, Accomplishments and Coordination

As a direct result of these formal meetings and other correspondence both written and verbal, significant linkages have been established among the Division of Career Technology, the Maryland Higher Education Commission and Maryland School Performance, Product and Service Development Office of the Maryland State Department of Education. Maryland's articulation of the statewide system of performance standards and core measures for secondary and postsecondary reflects the existing report card format currently utilized by the Maryland School Performance Program. An example of the report card is enclosed in this document. (Appendix)

Outcomes

The Committee of Practioners worked over a 15 month period to develop and agree upon performance standards and core measures for secondary and postsecondary levels that were consistent with the goals and objectives of currently operational career and technology programs. At present, no modifications have been made to the approved measures and standards. If difficulties or concerns arise, the Committee of Practioners will be reconvened to consider changes or modifications.

Measures Used to Assess Student Progress

The committee will use the following Maryland School Performance Program (MSPP) student variables to asses the effectiveness of secondary CTE programs:

1. Maryland Functional Tests: Grade 11 status
2. Maryland School Performance Assessment Program: Grade 11 achievement

3. High school program completion
4. Grade 12 decisions: Relationship between preparation and decisions
5. Dropouts: Grades 11 and 12
6. Percent average daily attendance: Grades 11 and 12.

In addition to the MSPP school level variables, the Division of Career and Technology Education will include the following three outcome variables:

1. Written program skill competency and performance tests. Individualized competency certificates or employability profiles will be used in the interim.
2. Documented employment and education within one year of graduation.
3. Documented employer satisfaction and educational success.

The postsecondary variables which will be used for accountability include:

1. Enrollment
2. Awards (degrees and certificates), licensure, and certification
3. Documented employment or continuing education
4. Documented completer satisfaction or educational achievement
5. Documented employer satisfaction.

These variables will be integrated into a revised Program Data Monitoring system used by the community college system in the Division of Career Technology and Adult Learning's ongoing collaboration with the Maryland Higher Education Commission.

The impact that these measures will have on career and technology education programs will be better assessed after the 1993-94 school year when the results can be compared to the results obtained after the 1992-93 school year.

SECTION VII

Enrollment Tables

SECONDARY ENROLLMENT
State: Maryland

Period Report Covers: 7/1/92 - 6/30/93
Name: Department of Education

Ph: (410)333-2048

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
	TOT ENR	TOTAL		REG. VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR[1]	SP/DH[2] /SPW	SEX EQ[2] (NON-TRAD)	ADULT	COMP-LETER
		MALE	FEMALE									
AGRICULTURE	2,508	1,537	971	1,954	(285)	(6)	(263)				0	598
MARKETING	1,364	626	738	1,206	(90)	(19)	(49)				0	756
TECHNICAL	146	124	22	133	(7)	0	(6)				(40)	39
CONSUMER & HOMEMAKING ED	150,660	69,304	81,356	150,660	0	0	0				0	0
OCC HOME EC	3,637	894	2,743	1,964	(1,206)	(27)	(440)				(40)	968
TRADE & INDUSTRY	13,046	10,198	2,848	8,371	(2,768)	(195)	(1,712)				(230)	3,434
HEALTH	1,427	163	1,264	1,064	(288)	(4)	(71)				0	491
BUSINESS	41,726	16,941	24,785	38,873	(1,896)	(265)	(692)				(118)	10,770
TECHNOLOGY EDUCATION	114,278	68,580	45,698	114,272	0	0	0				0	0
GRAND TOTAL	328,792	168,367	160,425	318,497	(6,540)	(516)	(3,233)		(1,130)	(3,790)	(428)	17,056

1. Not applicable at the secondary level. 2. Data not available by program area.

SECONDARY ENROLLMENT
State: Maryland
Period Report Covers: 7/1/92 - 6/30/93
Name: Department of Education
Ph: (410)333-2048

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
	TOT ENR	TOTAL		LINKAGE				PLACEMENT[3]				CURRENT
		MALE	FEMALE	TECH[2] PREP	CO-OP[2]	APRPR[1]	WK-[1] STDY	CONT ED	EMPLOYED	MIL	OTHER	TEACHERS
AGRICULTURE								74	143	12	26	(72)
MARKETING								174	216	9	35	35
TECHNICAL								7	22	1	4	(8)
CONSUMER & HOMEMAKING ED												579
OCC HOME EC								147	204	9	43	(112)
TRADE & INDUSTRY								465	1,107	106	189	(496)
HEALTH								109	110	3	26	59
BUSINESS								3,713	1,953	149	362	(646)
TECHNOLOGY EDUCATION												550
GRAND TOTAL				14,505	5,264			4,689	3,755	289	685	(2,557)

1. Not available for FY 1992. 2. Not broken out by program area. 3. Latest available data is for FY 1992.

OMB NO. 1830-0503
EXP. 10-31-93

POSTSECONDARY ENROLLMENT
State: Maryland

Period Report Covers: 7/1/92 - 6/30/93
Name: Department of Education

Ph: (410)333-2048

OCC PROGRAM AREA	UNDUPLICATED ONLY: TOT ENR	UNDUPLICATED ONLY: TOTAL MALE	UNDUPLICATED ONLY: TOTAL FEMALE	UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES): REG. VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH[1] /SPW	SEX EQ[1] (NON-TRAD)	ADULT	COMP-LETER
AGRICULTURE	513	330	183	485	(23)	0	(5)				0	
MARKETING	3,467	1,505	1,962	3,444	(19)	0	(4)				(1,271)	
TECHNICAL	12,467	7,538	4,929	11,166	(1,106)	(36)	(159)				(677)	
CONSUMER & HOMEMAKING ED	191	30	161	191	0	0	0	96			0	68
OCC HOME EC	2,591	167	2,424	2,411	(119)	(2)	(59)				(446)	
TRADE & INDUSTRY	6,515	4,755	1,760	5,975	(452)	(21)	(67)	788			(2,545)	499
HEALTH	15,815	2,751	13,064	12,770	(2,713)	(140)	(192)				(1,599)	
BUSINESS	40,905	14,608	26,297	38,294	(2,259)	(72)	(280)	182			(8,048)	165
TECHNOLOGY EDUCATION	0	0	0	0	0	0	0	0			0	0
GRAND TOTAL	82,464	31,684	50,780	74,736	(6,691)	(271)	(766)	1,066	(3,439)	(2,949)	(14,586)	4,260[2]

1. Data not available by program area. 2. Reflects total community college completer figure and a summary of corrections completer data.

POSTSECONDARY ENROLLMENT
State: Maryland
Period Report Covers: 7/1/92 - 6/30/93
Name: Department of Education
Ph: (410)333-2048

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)									
	TOT ENR	TOTAL		LINKAGE[1]				PLACEMENT[1]					CURRENT TEACHERS
		MALE	FEMALE	TECH PREP	CO-OP	APRPR	WK-STDY	CONT ED	EMPLOYED		MIL	OTHER	
									R'LTD	OTHER			
AGRICULTURE													(38)
MARKETING													(149)
TECHNICAL													(448)
CONSUMER & HOMEMAKING ED													(11)
OCC HOME EC													(98)
TRADE & INDUSTRY													(331)
HEALTH													(638)
BUSINESS													(1,579)
TECHNOLOGY EDUCATION													0
GRAND TOTAL													(3,292)

1. Data not collected by this agency.

ADDITIONAL NOTES ON ENROLLMENT DATA

Placement Data - Secondary

Placement data are the results of a post graduation follow-up survey of 1992 graduates in 14 of Maryland's 24 school systems. Not all graduates responded to the post graduation survey. Employment follow-up data are not available in the separate categories of Related and Other.

Placement data are not available for consumer and homemaking education and technology education/industrial arts.

Placement Data - Postsecondary

Placement data at the postsecondary level are not collected by this agency.

Consumer and Homemaking Education - Secondary

The enrollment figure for consumer and homemaking education represents the total count of all students served in those programs in nine, 12, 18 and 36 week terms. This is the second year that total enrollment counts in consumer and homemaking education were available for the nine and 12 week terms.

Current Teachers - Secondary and Postsecondary

At both the secondary and postsecondary levels, current teacher counts contain duplicates because teachers in the adult and non-credit postsecondary occupational programs teach in more than one program area.

APPENDIX

LEA
School. . .

CAREER AND TECHNOLOGY EDUCATION
STUDENT PERFORMANCE

School Year
1992 - 1993

POST-SECONDARY PERFORMANCE

EMPLOYER SATISFACTION

WORKPLACE READINESS SKILLS	Standard %		Number of Employers Responding	FY 1992			
	EX	SAT		Percent	EX	SAT	Not Met
Demonstrates entry level skills	94	92					
Ability to learn new job skills	94	92					
Exhibits positive work habits	94	92					

EDUCATIONAL SUCCESS

COLLEGE STATUS	Standard %		Number Enrolled	Number with GPA 2.0 or better	FY 1992			
	EX	SAT			Percent	EX	SAT	Not Met
Cumulative GPA (2.0 or better)								

MD Functional Tests (Grade 11 status)	Standard %		1992 %	1993					
	EX	SAT		Number Refused	Number Exempt	Percent Passing	EX	SAT	Not Met
Reading	99	97							
Mathematics	99	97							
Writing	99	97							
Citizenship	99	97							
Passed all tests	96	90							

HIGH SCHOOL PROGRAM COMPLETION	1992 Percent Completed	1993	
		Number Completed	Percent Completed
Univ. of MD System Requirements			
Approved Occupational Program Req.			
BOTH - University & Occupational Req.			

Key: EX = Excellent, SAT = Satisfactory, % = Percent, * = Data Not Available

POST-SECONDARY STATUS

POSTSECONDARY STATUS	Standard % Pos Status		FY 1992			FY 1992			
	EX	SAT	Empl'd	Con't Educ	N/R	Percent	EX	SAT	Not Met
Number of Graduates (#)									

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	Standard %		1991 Percent	1992 Percent	FY 1993			
	EX	SAT			Percent	EX	SAT	Not Met
Grades 11 - 12	96	94	*					

Students Absent	1992 Percent	Students Absent	1993 Percent
Fewer than 5 days		Fewer than 5 days	
More than 20 days		More than 20 days	

DROPOUT RATE (YEARLY)	Standard %		1991 Percent	1992 Percent	FY 1993			
	EX	SAT			Percent	EX	SAT	Not Met
Grades 11 - 12	1.25	3.0	*	*	*			

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992		1993	
	Number	Percent	Number	Percent
Attend a four year college				
Attend a two year college				
Specialized school/specialized training				
Employment (related to program)				
Employment (unrelated to program)				
Enter the military				
Enter full-time employment/school				
Enter part-time employment/school				
Other and no response				

MSDE/DCTAL

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